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ABSTRACT

This two-volume annotated bibliography cites 702 articles published in 1984 on a variety of issues related to preschool education in several Eastern and Western countries, including France, Great Britain, Czechoslovakia, the Union of Soviet Socialist Republics, Belgium, Canada, the United States, Austria, Poland, Switzerland, Ireland, East Germany, West Germany, and Rumania. Entries are classified into 13 main categories: (1) social and ideological basis of preschool education; (2) theoretical basis of preschool education; (3) organization of preschool education; (4) educators of preschool children; (5) play; (6) preschool instruction; (7) care of health and physical education; (8) social and emotional development and moral education; (9) speech and language education; (10) intellectual development and education of the intellect; (11) aesthetic education; (12) education of children requiring special care; and (13) the environment surrounding the child, including buildings, playgrounds, equipment, and facilities. (RH)

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INFORMATION BULLETIN

PRESCHOOL EDUCATION

of 1984

part I

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Czechoslovakia

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Czechoslovakia

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Poland

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Zeitschrift für Pädagogik, 29, 1983, Nos. 1-6
30, 1984, Nos. 1-3
West Germany

Zlatý máj, 28, 1984, Nos. 1-10
Czechoslovakia

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1 SOCIAL AND IDEOLOGICAL BASIS OF PRESCHOOL EDUCATION

1.1 Czechoslovak socialist republic

1. GALLO, J.: Plnenie cieľov a úloh v ďalšom rozvoji predškolskej výchovy po celoštátnej konferencii učiteľov ´84. /Fulfilling the aims and tasks in the further development of preschool education after the statewide teachers´ conference ´84./

Predškolská výchova, 39, 1984/1985, No. 1, pp. 1-2.

A general conclusion of the conference that is valid for all grades, kinds, types of schools and educational facilities is the requirement to apply permanently a comprehensive and systematic approach in education. The preparation for systematic work at primary school begins at preschool age. This requires coordinated participation of all educational factors, correct definition of aims and tasks of the school, family and the public. The programme of educational work for crèches and nursery schools has been adjusted on the basis of conclusions made from the analysis of the implementation and effectiveness of the document on the further development of the Czechoslovak system of education. Another requirement is the elimination of formal approach in the process of education and the application of personalized approach to children. The continuous work of preschool child care facilities depends largely on their regular attendance and this, in turn, depends on the children's health state. This is why emphasis is laid on the health education of children and on plenty of movement in the open air. The statewide conference paid attention to the teacher's personality. The educational work of teachers necessitates increasing the level of their theoretical instruction, the seeking of new educational methods corresponding to the mentality of children of the individual age groups and reflecting the latest achievements of science and technology. Criteria of effectiveness are the children's activity, independence, creativity, their relation to learning.

1 crèche, 1 nursery school, 0 conception, 1 conference, 0 conclusion, 1 Czechoslovakia; 142901, 141907

2. MÁTEJ, J.: Slovenské národné povstanie a jeho význam pre rozvoj predškolskej výchovy. /The Slovak national rising and its importance for the development of preschool education./

Predškolská výchova, 38, 1983/1984, No . 12, pp. 3-6.
11 refs.

The Christmas agreement of 1943 - the basic document of the nationwide revolt in Slovakia - expressed, still in illegality, the demand that the system of education in the reestablished Czechoslovak republic be rid of fascist, racist and totalitarian tendencies, that the influence of the Church on state administration be eliminated. As a result of this, the system of education began to be administered by the state since September 6th, 1944. Since 1945, nursery schools have gone through a quantitative development. There were 3,852 nursery schools with 242,932 children in Slovakia in the school year 1982/1983. The number of nursery schools and children attending them has increased more than ten times since the year 1945. They have developed gradually into socialist educational facilities, especially after the year 1948. The content of educational work is of a socialist nature. The methods, forms and means of education correspond to the age characteristics of the children. The education of preschool children is in the hands of trained teachers with complete secondary school professional training. Tens of headmistresses have completed their college studies in the recent years.

1 preschool education, 0 development, 1 Slovak national rising, 0 importance, 1 Slovakia; 142921

3. MIŠURCOVÁ, V.: Doshkolnoye vospitaniye v Chekhoslovatskoy Sotsialisticheskoy Respublike. /Preschool education in the Czechoslovak Socialist Republic./

Doshkolnoye vospitaniye, 1984, No. 4, pp. 63-64.

Preschool education has a long and rich tradition in Czechoslovakia. Its theoretical basis was formed by Comenius as early as the 17th century. The first public preschool facilities were set up in Prague in the year 1832. The first teacher was J. V. Svoboda, who wrote a theoretical paper called The nursery school. Preschool facilities of a new kind - nursery schools - began to be set up in Prague since 1869. At the time of the 1st republic /1918 - 1939/, nursery schools were set up and maintained by the communities, churches, societies and private persons. State nursery schools were set up for Czech national minorities only. The activities of nursery schools changed profoundly after the year 1945, their network spread rapidly, a programme of educational work was issued for them. The Act of 1948 changed the nursery schools into state-administered facilities, making them the first link in the system of education. At the present time, the system of preschool education comprises crèches, combined facilities of the crèche-cum-kindergarten type and nursery schools. These facilities work in keeping with the uniform educational programme of 1978 that secures continuity in education. Nursery school teachers are trained at four-year teacher training schools, children's nurses working in crèches study at secondary nursing schools. They can increase their qualification by university study.

1 preschool education, 1 nursery school, 1 crèche, 0 development, 1 teacher training, 1 Czechoslovakia; 142921

4. RUSNÁČKOVÁ, M.: *Za kvalitné splnenie úloh.* /Fulfilling the tasks in good quality./

Predškolská výchova, 38, 1983/1984, No. 8, pp. 1-3.

In Czechoslovakia, 91.1 per cent of children of the respective age group go to nursery schools, and 21.5 per cent of children below three go to crèches administered by the health care and educational authorities. As for the combined crèche-cum-kindergarten facilities, there are 390 of them with 12,729 children in the Czech socialist republic and 460 of these facilities with 19,100 children in the Slovak socialist republic. Factory and cooperative facilities catered for 25.4 per cent of children in the Czech Socialist Republic and for 17.4 per cent of children in the Slovak Socialist Republic out of the total number of children in the care of preschool facilities. Good results are being achieved in the care for Gipsy children, especially in their preparation for school. Out of the total number of Gipsy children, 54.7 per cent of those living in the Czech Socialist Republic and 64.2 per cent of those living in the Slovak Socialist Republic go to nursery schools. The number of untrained teachers has dropped to a minimum. The buildings and material conditions of preschool facilities are improving.

1 crèche, 1 nursery school, 0 statistics, 1 Czechoslovakia; 141907, 142901

1.2 Socialist states

5. BEŇOVÁ, T.: *Súčasný stav programov výchovnej práce pre materské školy v niektorých socialistických krajinách.* /The present-day state of programmes of educational work for nursery schools in some socialist countries./

Predškolská výchova, 38, 1983/1984, No. 9, pp. 21-22. 9 refs.

In Hungary, nursery schools work according to the Programme of educational work for nursery schools issued in 1971 and according to Guidelines for single-group and partially single-group nursery schools concerning the implementation of the educational programme in these schools. At present, a new programme is being prepared. In the German Democratic Republic, nursery schools work according to the Educational plan for nursery schools. At the present time, intensive studies are being conducted to clarify the function of standards for nursery schools and to arrive at general principles for the elaboration of programmes and the selection of their educational content. Polish nursery schools work according to the Programme of education in nursery schools. Since the school year 1977/1978, all children aged 6 - 7 are to participate in some form of preparation for school. This is why separate programmes for one-year educational work have been in use since then. Periodicals publish draft conceptions and principles for the elaboration of a new programme.

1 nursery school, 1 Hungary, 1 German Democratic Republic, 1 Poland, 0 state; 141907, 142901

6. Chetiridesetgodishniyat yubiley i novite podkhodi pri vazpitanieto na podrastvashtite. /The 40th anniversary and new approaches to the education of the young generation./

Preduchilishtno vǎzpitanie, 32, 1984, No. 9, pp. 2-6.

The article discusses the development of the education of preschool children in the course of forty years since the victory of socialist revolution in Bulgaria on September 9th, 1944.

1 preschool education, 0 development, 1 Bulgaria; 141907, 142901

7. 40 lat wychowania przedszkolnego w Polsce Ludowej - rozmowa ze Szczesna Bilińska. /Forty years of preschool education in people's Poland. A talk with Szczesna Bilińska./

Wychowanie w przedszkolu, 37, 1984, No. 6, pp. 338-343.

S. Bilińska, who is a meritorious educational worker /she worked in preschool education in the years 1950 - 1977/ evaluates the history of Polish preschool education as well as her own personal experience in a talk with the editor. Considerable attention is paid to the situation since the second half of the 70s and changes occurring since the end of the 70s and the beginning of the 80s. The discussion concentrates primarily on the history of the organizational setup of the network of nursery schools and the principles of building a nationwide system of Polish preschool education.

1 preschool education, 0 development, 1 nursery school, 1 school network, 1 Poland; 142921

8. Darzhavno-obshtenstvenoto nachalo osnovopolagasht-printsip v upravlenieto na obrazovatelnoto delo.
/The state and social principle as the basis of school administration./

Preduchilishtno vǎzpitanie, 32, 1984, No. 8, pp. 2-5.

The article deals with the resolution of the 12th Bulgarian Communist Party Congress concerning the restructuring of the system of education. The basic idea is the state and social principle of school administration, i.e. the connection and mutual blending of the administrative role of the state and wide initiative of the economic and social bodies with the aim of making education a matter of the whole party and all people.

1 school system, 1 administration, 0 state, 0 social body, 1 Bulgaria; 141907, 142103

9. DOMETIEVA, O.: Rolyata na partiynata organizatsiya v zhivota na detskite zavedeniya. /The party branch's role in the life of a child care facility./

Preduchilishtno vǎzpitanie, 32, 1984, No. 11, pp. 17-19.

The author describes her personal experience from work as chairwoman of a Bulgarian Communist Party branch. She stresses the importance of planning as the starting point that secures success in work. She deals with forms and methods of work administration that bring the desirable political and social effects. She finds it very important to gear all the activities of the party branch to an all-round development of the child's personality.

1 nursery school, 1 party branch, 0 administration, 0 Bulgaria; 142107

10. GITSOV, G.: Kachestvoto - sartsevina na pedagogicheskata deynost. /Quality - the basis of educational activities./

Preduchilshtno vǎzpitanie, 32, 1984, No. 4, pp. 2-4.

The article is devoted to the nationwide party conference of the Bulgarian Communist Party that was held in March 1984 and outlined the path of a rapid increase in the quality of work; it defined the main social aim of the school system - to secure highly skilled qualified professionals necessary for the national economy and its intellectual sphere and to deal with problems of an all-round development of the socialist youth.

1 school system, 0 administration, 1 communist party, 0 conference, 1 Bulgaria; 141907

11. GOUTARD, M.: Bulgarie: l'opulence des maternelles. /Bulgaria - a quantity of nursery schools./
L'éducation enfantine, 1983/1984, No. 4, pp. 24-25. 1 photograph.

The article summarizes the knowledge that the author - the main representative of the World Organization for Preschool Education /OMEP/ gained in the course of her visits to nursery schools in Bulgaria. She evaluates highly both the buildings and the interior furnishing and equipment of nursery schools and day care that they provide for children, including the meals. The author's interest concentrated also on the working conditions of the staff with respect to the fact that their work is considerably demanding due to the long hours for which nursery schools are open every day.

1 nursery school, 0 equipment, 0 state, 1 Bulgaria; 142107

12. GOUTARD, M.: Nigeria - Early Years: une nouvelle publication. /Nigeria - Early Years: a new publication./

L'éducation enfantine, 1983/1984, No. 5, pp. 24-25.
1 photograph.

The article brings information about a journal called Early Years that the national committee of the OMEP began to publish in Nigeria. The journal is designed for early childhood educators and it contains a lot of varied practical material, ranging from riddles and games to paint sheets, as well as articles on health care, children's speech and the like. The contents and form of the journal are suited to the situation in a developing country where over three quarters of all crèche and nursery school staff members had no professional training by the end of the last decade. The journal is published in English but it aims at promoting the national languages of over three hundred ethnic groups in the country, which is passing through a rapid process of industrialization and a gradual elimination of illiteracy.

1 preschool education, 1 specialized journal, 0 information, 0 Nigeria; 142923, 141911

13. GOUTARD, M.: Yougoslavie: des solutions originales pour l'extension de l'éducation de la petite enfance. /Yugoslavia - an original solution for the extension of preschool education./
L'éducation enfantine, 1984/1985, No. 4, pp.22, 24.

The author informs about the changes that are being implemented in the system of preschool education in Yugoslavia. The aim of these changes is to bring nursery school nearer to life and to involve in the cooperation with it not only the family but also other social institutions and bodies. Special attention is paid to the elaboration of a programme for the preparation of children for school.

1 preschool education, 0 administration, 1 nursery school, 1 family, 1 social body; 1 Yugoslavia; 142107

14. GREBSKA, H.: Wychowanie przedszkolne w PLR. /Preschool education in Poland./

Wychowanie w przedszkolu, 37, 1984, Nos. 7-8, pp. 388-392.
2 tables.

This is a balance of the results achieved so far. It brings statistical data for the years 1950 - 1983 /the number of permanent nursery schools, the number of children in the care of preschool child care facilities, changes in teacher training, the increase in the number of nursery school teachers and the principles of their training.

1 nursery school, 1 crèche, 1 child, 1 educator, 0 statistics, 1 Poland; 141907

15. Idei reformy shkoly zhizn. /Bringing the ideas of the school reform into life./

Doshkolnoye vospitaniye, 1984, No. 8, pp. 2-4.

The resolution made by the Central Committee of the Communist Party of the Soviet Union and by the Council of Ministers of the Soviet Union and called "On the further perfection of general secondary education of the youth and improvement of conditions for the work of general secondary schools" contains measures for the improvement of the school structure, content of education, educational and teaching methods; the introduction of new educational programmes and curricula; measures for further improvement of the material and technical equipment of schools and other educational facilities; lowering of the number of children in classes. Primary school will be longer by one year, it will comprise four grades. The salaries of nursery school personnel increase. Ministries of education and departments of education are authorized to award nursery school teachers the title "teacher - methodologist" on the basis of tests.

1 school system, 0 reform, 1 nursery school, 1 educator, 1 Soviet Union; 141907, 142905

16. Jubileyat - povod za ravnosmetka i perspektivi. /The anniversary - an occasion for balancing and prospects./

Preduchilishtno vǎzpitanie, 32, 1984, No. 9, pp. 10-36.
4 photographs.

This is a review of success reached in the implementation of preschool education in the individual regions in forty years of socialist development and prospects for the future. Besides statistical data, some interesting topics from the work in each region are mentioned.

1 preschool education, 1 nursery school, 1 crèche, 0 statistics, 1 Bulgaria; 141907

17. MUNAN-OETTLI, A.: Padungan Kindergarten. /The Padungan nursery school./

Der Schweizerische Kindergarten, 74, 1984, No. 2, pp. 13-15.
3 photographs.

This is a description of a visit to a Chinese nursery school. It is attended by 200 children, who are taken care of by six teachers. The headmistress studied in Taiwan. The children are taught Chinese, Malaysian and English /both spoken and written/, they count up to 200, they add and subtract, draw, sing, dance and play rhythmic games. Children are usually accepted at the age of four but younger ones sometimes accompany their elder brothers or sisters. The basic strokes necessary for the Chinese writing are learnt in the first year. The nursery school is rather more similar to school. The children can play only in the mornings when they meet, before nine o'clock.

1 nursery school, 1 curriculum, 1 China, 0 example; 142907, 141907

18. Osnovnyie napravleniya reformy obshcheobrazovatelnoy i professionalnoy shkoly. /Basic features of the reform of general secondary schools and vocational schools./

Doshkolnoye vospitaniye, 1984, No. 6, pp. 13-21.

This document, which was approved by the plenary session of the Central Committee of the Communist Party of the Soviet Union and the Highest Soviet of the Soviet Union in April 1984, deals with pre-school education in section II called The structure of general and vocational education. The general secondary school has eleven grades. School instruction begins at the age of six. This measure has been made possible by the development of the system of pre-school education that comprises an absolute majority of all children as well as by the experience gained with instruction in nursery schools. The transition to school instruction of six-year-olds will be implemented gradually, in the course of the 11th and 12th five-year-plans, beginning with the year 1986 and in the extent corresponding to the number of places secured for the children in schools and the training of the teaching staff. Further, account will be taken of the parents' wishes, the children's readiness and local conditions. At the first stage, some of the children will go to school at the age of seven and they will be given instruction in transfer classes of nursery schools, the curricula being the same as for schools. The whole curriculum calls for an improvement in the organization of preschool education. Emphasis is laid also on the necessity to work out and introduce into practice standard educational programmes for the education of children in nursery schools, respecting the specific characteristics of preschool children, national cultures and traditions.

1 school system, 0 reform, 1 nursery school, 0 conception, 1 curriculum, 1 Soviet Union; 141907, 142901

19. Sovet ministrov SSSR prinyal postanovleniye "O dalneyshem uluchshenii obshchestvennogo doshkolnogo vospitaniya i podgotovke detey k obucheniyu v shkole. /The Council of Ministers of the Soviet Union adopted a resolution called "On the further improvement of public preschool education and the preparation of children for school instruction"./

Doshkolnoye vospitaniye, 1984, No. 7, pp. 2-3.

The guidelines issued in May 1984 are binding for all preschool child care facilities, irrespective of who runs them. It is recommended to set up combined facilities of the crèche-cum-kindergarten type in rural areas where the conditions are suitable. Higher standards for school meals were introduced in preschool child care facilities on July 1st, 1984. Parents' contributions for the children's meals have been changed, too. Six-hour working hours have been introduced for children's nurses working with children below the age of the three. The ministry of light industry and enterprises producing toys are requested to enlarge the assortment and to increase the volume of production, to improve the quality of toys, to develop new prototypes in keeping with the requirements of educators. Academies of educational and medical science of the Soviet Union, educational and medical scientific and research institutes, the respective departments of colleges of education and medicine are recommended to increase the quality of basic research in the sphere of the preschool child's education, psychology and development.

1 nursery school, 1 transfer class, 0 resolution,
1 Soviet Union; 141907

20. TRINH DAN -PHAM TRUNG THU - PHAN VIET HOA: *Rozvoj predškolskej výchovy vo Vietnamskej socialistickej republike.* /The development of preschool education in the Socialist Republic of Vietnam./

Predškolská výchova, 39, 1984/1985, No. 3, pp. 20-21.

Vietnamese education began to develop in the 60s on the principles of Marxism-Leninism with the help of the Soviet Union. At that time, nursery schools were set up primarily from the funds of associated bodies and enterprises and their development depended on the local economic conditions. Nursery school teachers were not trained. The period of 1954 - 1975 was branded by the war with American imperialists. Almost all men were in the army. Those working in production were mostly women and this is why the number of nursery schools grew. After the victory over the American intruders won in 1975, the Vietnamese people set out on the road of building socialism. Preschool education began to develop from the viewpoint of quality, too. The first programme of educational work was issued in the year 1978. At present, about 36 per cent of children aged 3 - 6 are in nursery schools in Vietnam. A secondary teacher training school was set up in each province. The main present-day task of the preschool education department of the ministry of education is to prepare a reform of preschool education. For this purpose, its workers gather experience with preschool education from other socialist countries.

1 preschool education, 1 nursery school, 0 state, 1 Vietnam; 141907, 142901

21. Uchebnyi god - nachalsya ! /The school year has begun ./ Doshkolnoye vospitaniye, 1984, No. 9, pp. 2-3.

This is an introductory article on the occasion of the beginning of a new school year in which the school reform begins to be implemented, increasing the importance of nursery schools. The idea of the instruction of six-year-olds came into being in the 50s when the Academy of Educational Science of the Soviet Union conducted a research into the instruction of six-year-olds in nursery schools and at schools. It was found out at that time that it was not only possible but also suitable to teach six-year-olds. These conclusions were confirmed also by studies conducted in the experimental school of the Academy of Educational Science of the Soviet Union. Since the year 1981, 150 preschool facilities have taught children experimentally in transfer classes. The results prove that six-year-old children are ready physically, intellectually as well as morally for systematic instruction at school.

1 nursery school, 1 transfer class, 1 age of 6, 0 reform, 1 Soviet Union; 141907

22. VESELOV, G.: O provedenii vsenarodnogo prazdnika - dnya znaniy - v uchrezhdeniyakh prosveshcheniya RSFSR. /The programme for an all-national holiday - Science Day - in educational facilities of the Russian Soviet Federative Socialist Republic./

Doshkolnoye vospitaniye, 1984, No. 8, p. 80.

September 1st was declared "Science Day" in connection with the resolution of the Supreme Soviet of the Soviet Union "Guidelines for a reform of general secondary and vocational schools". The Ministry of Education of the Russian Soviet Federative Socialist Republic recommends all educational facilities to devote September 1st to the promotion of knowledge of politics, technology, science and mathematics, of the role of books as an important source of knowledge about nature, society and man. Preschool facilities are recommended to organize literary afternoons for groups of older children, outings to Lenin's and his fellow-workers' memorials, visits to schools. Lectures may be held for the parents on the basic features of the school reform, on a rational organization of the school children's work, on the role of knowledge in the shaping of a versatilely developed personality.

1 school system, 0 reform, 1 preschool education, 0 promotion, 1 Soviet Union; 141907, 142919

23. ZHELEVA, S.: Za usăvărshenstvuvane stila na rabota v detskite zavedeniya. /Improving the style of work in child care facilities./

Preduchilishtno văzpitanie, 32, 1984, No. 9, pp. 6-9.

The article is devoted to present-day tasks, primarily to creating conditions for an all-round development of the child's personality, as laid down by the national party conference. Emphasis is laid on the necessity of enhancing the society's participation in the state and social administration of the school system, including the involvement of the family.

The author discusses also existing shortcomings in the equipment of preschool facilities and in the care they render, as well as in the necessary teacher training.

1 preschool education, 1 personality, 0 development, 1 family, 1 nursery school, 0 equipment, 1 teacher training, 0 Bulgaria; 142901

1.3 Capitalist states

24. CLARK, M. M.: Early education: Issues and evidence. Educational Review, 35, 1983, No. 2, pp. 113-120.
8 refs.

The introductory article of this special issue is devoted to preschool education. A characterization is given of problems of early childhood education on the basis of theoretical literature /reference is given only to that written in English/. The following part deals with the problem of "when does school begin?" - it confronts the educational and teaching methods used in nursery schools /or preschool facilities as such/ and in the infant grades of primary school, looking for similarities and differences. The final part discusses some aspects of the content of preschool instruction and education /tha place of cognitive and language development in the overall system of education at preschool age, the role of play and entertainment, the effectiveness and purposefulness of instruction, methods used for the observation and measuring of the effects of educational activities of preschool facilities, the scope of specific empirical studies, such as the problem of mainstreaming handicapped children in preschool facilities, the ability to develop logical thinking and matematical symbolism, the ability to retell a story and the like/.

1 preschool education, 1 nursery school, 1 transfer class, 1 intellect, 1 development, 1 language education, 1 thinking, 1 play; 142919

25. LATRY-VERGNAUD-GAZIO, A.: La pédagogie interculturelle. /Intercultural education./

L'école maternelle française, 1983/1984, No. 75, pp. 17-27.

3 photographs.

In introduction, the authors explain the concepts of uniform culture and the plurality of cultures and maintain that the realization of the cultures of other nations means also the realization of one's own culture. Further, attention is paid to the problems of relations between school and culture - these are discussed both at the theoretical level and on the basis of concrete examples from the lives of French and immigrant children.

1 nursery school, 1 child, 0 immigrant, 1 culture, 0 contact, 1 France; 141909

26. LLOYD, I.: The aims of early childhood education.
Educational Review, 35, 1983, No. 2, pp. 121-126.
13 refs.

Early childhood represents the period between the second and seventh year of the child's life. As the author shows, the traditional concept of "early childhood education" lacks precision as it comprises too many divergent institutions and activities. He discusses in detail obligatory and voluntary preschool education and the introduction of obligatory preschool preparation /within the framework of a nursery-school type of facilities/. However, account should be taken of the great variety of ideas in the aims of preschool education /and the corresponding differences in conceptions of education in general especially the contradiction between "liberal" education and "etatistic" one/. Empirical studies have increasingly confirmed the usefulness of purposefully geared /and possibly uniform/ preschool education for the school attainment and overall development of the individual later on.

1 preschool education, 1 aim, 1 nursery school, 0 importance, 1 family + education; 142907

27. LUBOMIRSKA, K.: Wychowanie przedszkolne ve Francji.
/Preschool education in France./
Wychowanie w przedszkolu, 37, 1984, Nos. 4/5, pp. 228-235.
1 photograph, 3 refs.

The information is based on postulates /educational programmes and the definition of aims in materials issued by the Ministry of Education/ as well as on the theory of preschool education in France. Preschool facilities provide education for the overwhelming majority of children over five. Educational programmes are based on conceptions of educational psychology - helping the child's development by creating situations in which the child can develop through activity /activity of the trial-and-error type/, the educator is only an assistant, the child himself is the control element of his own development. This is the basis for the individual directions of the child's development /social and emotional, physical and motor, intellectual/, the principal method used by nursery school teachers being the creating of "educational situations". Further, the author gives brief information about the organization of preschool education, the daily routine in nursery schools, the training and qualification of teachers.

1 preschool education, 0 conception, 1 educational psychology, 1 educational methods, 1 education + situation, 1 France; 142909

28. MINDLINA, T.: Doshkolnoye vospitaniye vo Frantsii. /Preschool education in France./

Moscow, Pedagogika, 1984.
Reviewed by: Beňová, T.
Predškolská výchova, 39, 1984/1985, No. 4, pp. 29-30.

The publication reviews educational conceptions and views on the education of preschool children and their application in the nursery school practice. The first chapter describes the development of conceptions of preschool facilities ever since their beginnings up to the present. The following parts of the book describe approaches to the intellectual, physical, wprk, moral and aesthetic education of children, ways of their application in practice and the continuance between nursery school and compulsory school attendance.

1 nursery school, 0 development, 0 state, 1 France, 0 publication; 141909,142901

29. MINDLINA, T.: Doshkolnoye vospitaniye v sovremennoy Frantsii. /Preschool education in present-day France./

Doshkolnoye vospitaniye, 1984, No. 10, pp. 71-73.

There are state and private nursery schools in France. Private ones are mostly run by the Catholic Church. They are attended by children aged 3 - 6. Nursery schools are open at the time of school instruction: for three hours in the morning and for three more hours in the afternoon. A small number of nursery schools, especially those in workers′ districts, are open the whole day long, from 7 in the morning to 7 in the evening. The aims of nursery school are laid down by law: to secure the care and education of children, to create conditions for their physical, intellectual and moral development, to make them acquainted with the rudiments of reading, writing and arithmetics, to fulfill the propaedeutic function. The number of nursery schools has grown in recent years but it does not meet the demand by far. There are groups of up to 35 children and the teacher divides them according to how developed they are; she always works with a smaller group while the other children do some independent work or play. French preschool education is influenced by the ideas of M. Montessori, O. Derroly, J. Dalcroz, J. Piaget, P. Kergomard, H. Wallon. The principal method uses interest spheres where the central topic recurs in discussions, observations, art activities, work, singing, dramatization, rhythmics and the like. Nursery school teachers show lively interest in research work, especially in the sphere of intellectual and aesthetic education. Nursery schools work in keeping with nursery school curricula but it is sometimes difficult to meet the requirements laid down in them with respect to the squeezed conditions of the majority of French nursery schools. This applies primarily to the health of children and their physical development. The struggle for the workers′ needs and for an improvement of the education of their children is led by the Communist Party of France. Under its leadership, the French Women's Union, which associates mothers as well as teachers and physicians, deals with the problems of children's health and their education. The union publishes pamphlets on the upbringing of children, organizes topic-oriented displays, holds lectures. Kitchens for preschool children, after-school facilities, children's playgrounds are set up in communities where the communists have their representatives in the local authorities, the children go to holiday places in summer. Preschool education takes an important place in Communist Party documents on the education of youth.

1 nursery school, 0 state, 1 France; 141909, 142901

30. PANTALEYEV, G.: Esteticheskoye vospitaniye detey v Yaponii. /The aesthetic education of children in Japan./

Doshkolnoye vospitaniye, 1984, No. 12, pp. 67-70.
3 photographs.

Regular exchange of experience has been going on in aesthetic education between the Soviet Union and Japan. The 9th symposium - the last one held so far - was held in Japan on problems of moral and aesthetic education. Soviet specialists delivered the following papers: New studies in the sphere of the aesthetic education of children, The role of material environment for developing the feeling for beauty, Ways of of making the children familiar with painted folk toys. Japanese preschool children go to crèches /for children aged 0 - 3/, crèche-cum-kindergarten facilities /those aged 0 - 6/, nursery schools /for children aged 3 - 6/. There are state, city or town and private nursery schools. They provide half-day or whole-day care. Intensive preparation for school is provided by one-year nursery schools for five-year-olds, mostly private ones. Child care facilities may work in keeping with individual educational programmes but most of them follow the methodological recommendations issued by the Ministry of Education and the preschool department of the Tokyo Institute of Education. The parents pay fees for their children attending preschool facilities. Town and city nursery schools accept only the children of employed parents. The aim of Japanese preschool education is the children's all-round development and their preparation for school. Considerable attention is paid to developing their industry, independence, discipline and creative initiative. This is achieved in the course of play and organized activities. Active, adequate work with an aesthetic content is considered to be the principal means of developing the ethical and aesthetic qualities of the personality. The culture of the way of life inside and outside preschool facilities is determined by national traditions. The children do a lot of modelling, they build from various materials, make various toys and objects as well as props for their play and dramatizations. The teachers and children decorate the rooms with children's drawings, cut-out pictures, things the children made, thus creating a world of fantasy. Many activities take place out of doors, especially work with natural materials. Self-made toys are preferred by Japanese educationalists to those produced industrially.

1 preschool education, 1 nursery school, 1 aesthetic education, 1 Japan, 0 science + gathering; 142963, 141909

31. PETTINGER, R. - SÜSSMUTH, R.: Programme zur frühkindlichen Förderung in den USA. /Programmes promoting early childhood development in the U.S./

Zeitschrift für Pädagogik, 29, 1983, No. 3, pp. 391-405.
28 refs.

The paper is subtitled: An attempt at evaluation. The basis was a study visit of the United States. The introduction and the final part compare preschool education systems in the U.S. and in West Germany, drawing some conclusions /recommendations/ for the German conditions. The main part of the paper deals systematically with the following aspects of the American system of preschool education: 1/ social and political prerequisites for a state and social intervention, starting points of early childhood programmes /especially the viewpoint of help to socially weak families, employed mothers and the like/; 2/ various forms of programmes /besides preschool facilities, especially the "Home Visiting Programme"/; 3/ study of the effectiveness of projects /programmes/ - from the viewpoint of their effect on the parents and siblings in the family as well as from the viewpoint of cost rentability and social effectivity; 4/ evaluation of the specific features of educational programmes in specialist literature - these are controversial problems of early childhood education, such as group education in playgroups - education at home "openness" or rigid structure of educational programmes, the length of educational care and intensity of programmes, the age of children starting the programmes, the effect of the educators' work.

1 preschool education, 0 system, 1 education + programme, 1 U.S.A., 0 West Germany, 0 comparison; 141909, 142957

32. WŁOCH, S.: Wychowanie przedszkolne w Österbymo. /Preschool education in Österbymo./

Wychowanie w przedszkolu, 37, 1984, No. 6, pp. 352-355.
2 figs.

This is information about preschool education in Sweden, first in general and then in particular, in more detail, on the example of a community school and nursery school in a town in southeastern Sweden. The author notes material conditions, the daily routine and the organization of work as well as educational principles adhered to by the staff. Special attention is paid to the content of instruction and education, especially to so called "subject blocks". Finally, some data are given on the training of nursery school teachers and their workload /the daily load is 8 hours - 6 hours of work with the children and 2 hours for preparation/ and their salaries.

1 nursery school, 0 state, 1 education + programme, 1 educator, 0 education, 1 Sweden; 141909

2 THEORETICAL BASIS OF PRESCHOOL EDUCATION

2.1 General problems

33. BATOEVA, E.: *Teoretichni osnovi na organizatsiyata na pedagogicheskiya protses.* /Theoretical foundations for the organization of the process of education./ Preduchilishtno vǎzpitanie, 32, 1984, No. 6, pp. 14-18. 1 ref.

Analyzing theoretically the basis and importance of a daily plan of work, the author deals with factors that form the prerequisites of its rational organization /varying need of sleep in children aged 3 - 6, play as the main activity in almost all parts of the daily programme, work education integrated into construction activities, the curve of the organism's performance curve, winter and summer programme/. The daily routine of a nursery school is analyzed from the viewpoint of adults and the specific features of preschool children, stress is laid on the differences between the new programme and the one used hitherto.

1 nursery school, 1 daily routine, 1 education + process, 0 theory; 145913

34. BERTRAM, H.: Familisierung oder Bürokratisierung ? Plädoyer für einen kritischen Realismus in der Familienpolitik. /"Familialization" or bureaucreatization? A plea for critical realism in the family policy./

Zeitschrift für Pädagogik, 29, 1983, No. 3, pp. 417-433.
37 refs.

Where should be the central point of preschool education - in the family, in nursery schools and facilities run by the society /state/ ? One can distinguish two extreme standpoints in the long discussion over the positive and negative aspects of institutionalized preschool education /crèche, nursery school/ as "ideally typical" models: 1/ the standpoint that can be denoted as liberally economic, or conservative: it refuses "bureaucratic" preschool education, stressing the family as the natural centre of early childhood education; 2/ the educational and bureaucratic standpoint that is based on the fact of the disintegration of the traditional "large family", local /especially rural/ communities and stresses the need for a new type of the child's socialization in new social conditions; the basic conception of this model approach is called for by the theory of the "structural distance" between the family and other social institutions, the result being that the child - especially after reaching the age of three - lacks impulses for the necessary socialization in other social structures if he develops only in his family /this gives rise to socialization and integration deficiencies/. This structural distance must be filled by a "competent intervention" /of educators, sociologists, psychologists, physicians and the like/, which leads to an ever increasing socialization of the process of education, straight to its "bureaucratization". The paper shows how the disappointment over "institutionalized" preschool education, which is frequent in practice, leads to a pendulum return to the opposite "liberally economic" model. Instead of this, it is necessary to judge critically the social and political prerequisites and circumstances for the functioning of a system of preschool education outside the family /e.g. problems of women's employment in relation to the construction of nursery schools and similar facilities, costs for their construction compared with the advantages of higher employment rate of women and vice versa/. The author recommends that a "realistic" alternative be presented, which is based on research, on cost calculations. He concentrates mainly on two spheres of problems - external, i.e. social and economic problems of preschool education /calculations of costs for educational facilities, the linearity of the expected industrial development and contradicting trends, costs for the family allowances paid to mothers etc./ as well as internal ones /the woman's position in the family, her evaluation, the social prestige of her work, discrimination, overburdening, concrete studies of socialization in the family/. Proceeding from this basis, he recommends "critical realism" in the state's family policy, even with respect to the corresponding educational theories of children's socialization in their families and in the society at preschool age.

1 preschool education, 1 family + upbringing, 1 nursery school, 0 discussion, 0 West Germany; 142701, 142901

35. Doshkolnaya pedagogika. /Preschool education./

Moscow, Prosveshcheniye 1983.
Reviewed in: Lidak, L.: Formirovaniye mirovozzreniya
studentov.
Doshkolnoye vospitaniye, 1984, No. 10,
pp. 76-69.

This textbook for colleges of education was written by a group of authors from the preschool education department at the A. I. Gertsen Institute of Education in Leningrad. It consists of two volumes. The first one deals with problems of communist education of a preschool child. It contains the following chapters: Subject and methods of Soviet educational science /general and preschool/, Education and the development of personality, Aims and tasks of communist education, Physical, intellectual, moral, work and aesthetic education. The second volume discusses methods and organization of communist education in nursery schools. It contains the following chapters: Nursery school didactics, Play, Organization of nursery school children's lives and activities, Nursery school and school, Unity of public and family education, Planning and evaluation of educational work, Nursery school teachers and school teachers. The introduction in each volume draws attention to the new, topical content and the division of the material into the individual chapters. Each chapter is followed by questions and tasks and a list of literature, the questions being of a problem nature.

1 preschool education, 0 textbook, 0 Soviet Union;
142923

36. GÉRARD, H. - LORIAUX, M.: *La maîtrise de la fécondité et son évolution actuelle en Belgique.* /Birth rate control and development in Belgium./

L'enfant, 1984, No. 2, pp. 5-26.
3 charts, 5 tables, 4 photographs.

This demographic study deals with the following problems: development of the birth rate in Belgium, mechanisms of demographic development, hypotheses concerning the causes of the decreasing birth rate in marriages, the effectiveness of individual ways of eliminating them and the effectiveness of measures taken by the society with the aim of securing population development. In conclusion, the authors state that there is a lot of spontaneity and many unsolved problems in the population development process in Belgium and that it is necessary for the future to work out a population policy programme.

1 demography, 1 population, 1 birth rate, 0 administration, 0 Belgium; 142701

37. GILABERT, H.: Projet pour une éducation civique et intellectuelle de l'École maternelle a l'Université. /A project for civic and intellectual education from nursery school to university./

L'école maternelle française, 1983/1984, No. 6, pp. 17-27.

The article brings information about the results of studies conducted on the initiative of the UNICEF within the framework of the "Decade of the Child" in continuation of the International Children's Year. This agency has recommended that each country should prepare for its use a draft project for civic and intellectual education from preschool education to university with respect to conditions prevailing in the respective country. This article contains the following: 1/ a short contemplation on the social and civic education of children and adolescents; 2/ the French draft project for civic and intellectual education from nursery school to university; 3/ a short review of draft projects worked out in five European countries /Spain, Greece, Malta, Italy and Portugal/.

1 nursery school, 1 primary school, 1 secondary school, 1 university, 1 civics, 0 conception, 1 UNESCO; 142961, 146101

38. IVANOVOVÁ, L.: Uplatnění výchovných metod v jeslích. /The application of educational methods in the crèche./

Zdravotnická pracovnice, 34, 1984, No. 2, pp. 74-78.
2 photographs.

Good-quality results of the crèche nurse's work are conditioned by the theoretical and practical knowledge of methods and their purposeful use. The choice of method depends not only on the aim, content and nature of the process of education but also on the child's personality. Educational methods are mostly of a motivating and stimulative nature. These are an example, an explanation, encouragement, exercise, praize. These methods intermingle and supplement one another in practical activity. Their effectiveness depends on the extent to which they offer scope for the children's activity.

1 preschool education, 1 crèche, 1 method, 0 selection; 142909

39. KIN, J.: A travers l'École Maternelle. /Through nursery school./

L'école maternelle belge, 1983/1984, No. 4, pp. 159-177.
19 figs.

The author presents an analysis of the nursery school teacher's work with children aged 24 months to 6 years from psychological, philosophical and didactic viewpoints. A characterization is given of three stages of the child's psychological development and specific demands from the viewpoint of education. Attention is drawn to possibilities and advantages offered to children in mixed-age groups for the education of each of them.

1 nursery school, 1 child, 1 age 2 - 6, 1 mind, 0 development, 1 educator, 0 activity; 142903

40. KONARZEWSKI, F.: Podstawy teorii oddzielywań wychowawczych. /Foundations of the theory of educational action./

Warszawa, PWN 1982.
Reviewed by: Labomirska , K.
Wychowanie w przedszkolu, 37, 1984, No. 2, pp. 119-121.
2 refs.

The book consists of three sections, namely:
1. Educational axiology /aims of education/, 2. Theory of education /changes in man's thinking/;

3. Technique of education /ways of applying the theory to reach educational aims/. Two possible strategies are distinguished - individual upbringing and group upbringing. Methods used in each of these strategies are discussed. Especially group methods can be applied to many activities in the preschool education provided by nursery schools.

1 nursery school, 1 axiology, 1 theory of education, 1 educational treatment, 0 publication; 142919

41. Pervyi god zhizni vashego rebenka. /The first year of your child's life./ Edited by L. F. Ostrovskaya. 2nd revised edition.

Moscow, Pedagogika 1983.
Reviewed in: Sotnikova, V.: Kniga dlya roditeley.
Doshkolnoye vospitaniye, 1984, No. 6, pp. 79-82.

All papers published in this volume have one thing in common - the idea that education begins by the child's birth when the child's first relations develop to the surrounding world, his reactions are formed, habits and stereotypes of behaviour are shaped.

1 child, 1 age 0 - 1, 1 mind, 0 development; 141107

42. Przeszeregowujemy siły, żeby skuteczniej działać.
/Restructuring our forces to work more effectively./

Przyjaciel dziecka, 1984, No. 9, pp. 3-6.
2 tables, 1 photograph.

This is a discussion with representatives of the regional committee of the TPD /Children's Friends Society/ in Warsaw - one of a cycle of talks with representatives of the society from the individual regions before the coming congress of the society. Statistical data on the number of branches, facilities and activities are accompanied by concrete information about problems of care for the youth based on voluntary initiative of parents, teachers and the general public. The Warsaw organization belongs to the biggest ones, it has 690 branches with almost 40,000 members. Its more than 1,000 voluntary welfare workers take care of almost 12,000 families and more than 26,000 children, material assistance has been rendered in 16,422 cases etc.

1 care + children, 1 out-of-school education, 1 social body, 0 statistics, 0 Poland; 144503

43. WIESBAUER, E.: Das Kind als Objekt der Wissenschaft. /The child as object of science./

Vienna, Löcker Verlag 1982.
Reviewed by: Hug, B.
Der Schweizerische Kindergarten, 74, 1984, No. 6, pp. 36-37.

The publication shows what views on children were formed, what social, medical and psychological measures were taken in favour of children in the period between 1800 and 1914. The author presents an analysis of the medical and psychological studies conducted in that period primarily at the University of Vienna.

1 preschool education, 1 education + history, 0 Austria; 142919

44. Zpráva o vývoji demografických ukazatelů ČSSR, ČSR a SSR v roce 1983. /Report on the development of demographic indices in Czechoslovakia, the Czech Socialist Republic and the Slovak Socialist Republic in the year 1983./

Československá pediatrie, 39, 1984, No. 9, pp. 548-550.
3 tables.

Statistical data show that the long-lasting decline in the birth rate continued in the year 1983. The decline in the birth rate occurring recently does not depend much on the age structure of women, it is rather the result of the high employment rate of women and their economic independence and thus also due to the change of four-member families into three- member ones. A mild improvement in the birth rate can be expected only in the 90s when the stronger population age-groups of the 70s will reach parental age.

1 demography, 0 statistics, 1 birth rate, 0 trend; 142701

2.1.2 From the psychological angle

45. BOGDAN, T. - TUCICOV-BOGDAN, A.: Cind trebuie incepută preocuparea pentru dezvoltarea psihică a copilului ? /When should care for the child's mental development begin ?/

Revista de pedagogie, 33, 1984, No. 9, pp. 16-21.
1 table, 1 chart, 10 refs.

Referring to specialist literature, the authors present - contrary to the layman's idea of the beginnings of the child's mental development and of influencing it - advice based primarily on the principle of direct child-adult interaction in the widest scope possible ever since the first days of the child's life.

1 preschool education, 1 child, 1 mind, 0 development, 1 adult, 0 interaction; 142903

46. BRZEZIŃSKA, A.: O warunkach rozwoju aktywności u dziecka. /Prerequisites for the development of the child's activity./

Wychowanie w przedszkolu, 37, 1984, No. 6, pp. 323-330.

The child's activity is conditioned at three levels, namely by the material conditions enabling diversified activities, by the emotional environment giving the child a feeling of security and by the stimulation, inspiration and assistance rendered by the teacher. The paper deals especially with this third level, it states principles that the teacher should adhere to when developing the activity of a young child - the starting point is the child himself, his strong and weak points.

1 preschool education, 1 child, 1 activity, 0 development, 1 teacher, 0 function; 142957

47. CENOV, I.: Osobenosti na kognitivnata empatiya u petgodishnite. /Specific features of cognitive empathy in five-year-olds./

Preduchilishtno vǎzpitanie, 32, 1984, No. 7, pp. 27-29.

Empathy forms and develops in the process of the personality's socialization, it facilitates contacts with others and forms the basis for the development of humanism and altruism. The author describes studies of five-year-olds. The results lead to the following recommendations: 1/ the children should be led to understanding what the others feel by the observation of reality and through literature and art; 2/ the children should be explained what feelings are expressed by this or that outward manifestation; 3/ they should pass from the perception of emotional relations in concrete situations to generalization; 4/ the adult should begin to make the child acquainted with the emotional state and the corresponding facial expression, gestures, poses, intonation, pitch of voice, shade of voice or pauses.

1 preschool age, 0 age of 5, 1 emotional education,
1 socialization; 142957

48. DYACHENKO, O. M. - LAVRENTYEVA, T.V.: Psikhicheskoye razvitiye doshkolnika. /The mental development of a preschool child./

Moscow, Pedagogika 1984.
Reviewed by: Kamalina, L.
Doshkolnoye vospitaniye, 1984, No. 8, pp. 74-75.

Proceeding from laws governing the child's mental development and a characterization of the individual stages of the mental development, the authors describe so called critical periods in the child's development, analyze their causes and possibilities of preventing them and their unfavourable consequences. The preparation of children for nursery school and for school is discussed. Tasks described here are geared to the intellectual development, suitable for use both by teachers and parents.

1 preschool age, 1 mind, 0 development, 1 intellectual education; 142903

49. KLINDOVÁ, L.: 40 rokov rozvoja psychológie v predškolskej výchove. /Forty years of the development of psychology in preschool education./

Predškolská výchova, 39, 1984/1985, No. 4, pp. 1-4.

The development of education in preschool facilities opened up new possibilities for psychology that gives educational science the foundation for the definition and implementation of educational goals by explaining the regularities of the mental development and supplying knowledge of the child's topical needs and special features. The first scientific and research studies were conducted in the sphere of preschool child care by the end of the 50s. They concentrated on observations of crèche children and their mental development /E. Habiňáková, A. Meszárosová, M. Harineková/. They gave stimuli for enhancing the quality of educational work in the crèches, forming simultaneously the foundation for further psychological research studies. Another source of psychological knowledge for the education in preschool child care facilities were also Czech scientific studies /Damborská, Langmeier, Matějček/ that concentrated on the emotional and social development of institutionalized children and on an analysis of the specific conditions for mental development. Psychological studies were conducted primarily in the crèche sphere where the respective educational theory was formed directly on the basis of new psychological knowledge. The psychological studies conducted in the sphere of nursery school have been going on since the 60s, especially in the Educational Research Institute of Bratislava. These studies concentrate mainly on the problems of the child's intellectual abilities, on comprehending the components that condition the level of intellectual ability, on problems of purposeful stimulation. This stimulated a whole series of other theoretical as well as practical educational activites. The results of these manifested themselves especially in the generalizing conclusions that were applied in the preparation of the Programme of educational work for crèches and nursery schools. At the same time, psychology got more space as subject of instruction in the professional training of nursery school teachers. Psychology is taught for two periods a week for four years at present. However, there are still reserves in the application of psychology to the selection of future students from among those wanting to become nursery school teachers. The 70s witnessed a number of studies conducted by the workers of the Research Institute of Children's Psychology and Pathopsychology analyzing the matematical ability of a preschool child, speech development, vocabulary development, the development of syntax, social relations, perception and motor development, children's creativity, diagnosing of geometric abilities, problems of children's social and moral relations. Theoretical studies concentrating on the psychology of preschool children are aimed at tackling problems arising from topical needs of the social development, within the framework of their possibilities.

1 educational psychology, 1 research, 0 topic, 1 teacher training, 0 development 1945-1985, 0 Czechoslovakia; 141101

50. KOVÁČ, T.: Tvorivosť detí a učiteliek z pohľadu psychológie. /Children's and teachers' creativity from the viewpoint of psychology./

Predškolská výchova, 39, 1984/1985, No. 1, pp. 3-5.

Elements of creativity are present to a smaller or bigger extent even in the youngest children. The development of creativity should not be left to chance, it should be stimulated systematically at the nursery school. This, in turn, requires that the teachers are better informed about creativity, creative thinking and its manifestations. Psychology can help in the preparation of a creativity development programme for children of preschool age that could be used within the framework of the educational programme for nursery schools, i.e. the teachers would use it within the framework of their activities with children.

1 preschool education, 1 thinking, 1 creativity, 0 development, 1 educational psychology; 142961

51. LANGMEIER, J.: Vývojóvá psychologie pro dětské lékaře. /Developmental psychology for paediatricians./

Prague, Avicenum 1983, 222 pp.
Reviewed in: Predškolská výchova, 38, 1983/1984, No. 10, p. 31.

The first five chapters describe the object and methods of developmental psychology. The second part of the publication contains a characterization of the individual periods in human life. These chapters discuss also the family climate, partner relations, parental relations - topics that are connected directly with the shaping of the child's personality. The third section informs about theories of man's mental development. The fourth section describes the development and education of children in the past and in the present-day world. The final, fifth section deals with the application of the knowledge of developmental psychology to paediatric practice.

1 developmental psychology, 1 paediatrics, 0 publication; 141107, 142919

52. MUKHINA, V.: Teoreticheski podhkodi kăm genetichnata struktura na lichnostta. /Theoretical approaches to the genetic structure of personality./

Preduchilishtno văzpitanie, 32, 1984, No. 2, pp. 6-9.

This paper by a Soviet professor discusses the all-round development of a harmonious personality. This

development is not given only by inborn features and social conditions but also by definitely formed attitudes to the world of people and objects that can be observed even in very young children.
The author analyzes the child's basic need - the need to communicate - as one containing a whole complex of feelings and attitudes. She analyzes this need from infant age through the development of speech, the forming of motivation for actions, the realization of self as an individual, the projection of "self" into the past and the future, the preschool age period - the forming of principally new contacts with adults and the need for contact with peers. She points out at which stages it is necessary to influence the child's development.

1 child, 1 personality, 0 structure, 1 communication, 1 socialization, 0 development; 192903, 141103

53. PETROVA, E.: Samostoyatelnost i tvorchestvo na deteto v deynostta po izbor. /The child's independence and creativity in activities of his own choice./
Preduchilishtno vǎzpitanie, 32, 1984, No. 5, pp. 2 - 5.
2 refs.

The new curricula include activities of the children's own choice. The author analyzes the basic components of these activities, namely choice of the activity, the choice of partners, group formation, verbal activity, children's creative activity. She discusses problems of guiding this activity, of implementing its tasks for the harmonious development of preschool children. The basic feature of this activity is independence. It is the teacher's task to prepare the material, situation changes, to give impulses for children's participation in the activity, to make the activity more varied and intricate, to generalize ways of solving tasks.

1 nursery school, 1 child, 1 activity, 0 choice, 1 independence, 1 curriculum; 142903

54. PUŚLECKI, W.: Wychowanie przez przezywanie. /Education through experience./

Wychowanie w przedszkolu, 37, 1984, No. 9, pp. 523-528.

6 refs.

Psychological prerequisites of education leave considerable space for the child's inner prerequisites, his inner world, the way in which he perceives and experiences the outside world. "Emotional" cognition /Szuman/ has its place in cognition. This approach has been introduced by numerous followers of Dilthey /Lindeg, Scharrelmann, Gansberg - and their so called Erlebnispädagogik/ in Germany, R. Hubert in France, H. Rowid in Poland and others. In conclusion, possibilities of using this approach in the nursery school activities are discussed.

1 nursery school, 1 emotional education, 1 experiencing, 1 educational care; 142957

55. SOKELAND, W.: "Lass das, ich hass das!" /"Stop it, I hate it."/

Spielen und lernen, 1984, No. 4, pp. 22-23.
2 photographs.

This is a contemplation of the problem of prohibition and children. As the author states, adults' prohibitions are mostly proof of educational failure as the child usually does not need any restriction in his activities if he is occupied in a suitable way. Prohibitions and restrictions are also a sign of parental self-indulgence and intolerance. Attention is also drawn to the fact that a child that is growing under constant commands and prohibitions has no possibility to develop his abilities and creativity, he becomes passive as well as timid, without any zest for independent activity. Therefore, prohibitions are not only an ethical problem, they represent a problem of bringing up an all-round personality.

1 preschool education, 1 methods of education, 1 punishment, 0 prohibition; 142909

2. 1. 4 From the biological angle

56. SCHLIEMANN, F.: Die ambulante Geburt in der Arztpraxis. /Childbirth in the surgery in medical practice./

Spielen und lernen, 1984, No. 4, pp. 14-15.
1 photograph.

This is an excerpt from the author's publication that deals with a new form of obstetrical practice - childbirth in the obstetrician's surgery. The childbirth takes place under the participation of special medical staff and the obstetrician in the obstetrician's surgery and the mother and her child are taken home afterwards. In the author's opinion, the advantage is an intimate knowledge of the environment in the obstetrician's surgery, possibility of the participation of family members, especially the father, and, on the whole, more intimate environment. The author states that complications are surprisingly rare while the time of childbirth usually takes less time in comparison with clinical childbirths. The provision of clinical help in case of need is a matter of course.

1 childbirth, 0 innovation; 140901

2.2 Methodology; research

57. BELLER, E. K. - STAHNKE, M. - LAEWEN, H. J.: Das Berliner Krippenprojekt: ein empirischer Bericht. /The Berlin crèche project: an empirical report./
Zeitschrift für Pädagogik, 29, 1983, No. 3, pp. 407-416.
4 refs.

This is an evaluation of the study conducted in 25 West Berlin Creches in the year 1976/77 /these were selected from among 197 existing child care facilities on the basis of a method described in detail/. The study covered the behaviour of children and the staff in the course of early development /from 0 to 48 months/ on the basis of a model containing about 370 various items that covered seven various spheres of development - care for the physical development and hygiene, understanding of the surrounding world, social development, emotional development, behaviour in the course of play, speech, cognitive development.

1 preschool education, 1 crèche, 1 child, 1 educator, Ø behaviour, Ø research; 142919

58. ZDAŃSKA-BRINCKEN, M.: Badania psychologiczne w złobkach i domach małych dzieci. /Psychological studies conducted in crèches and infant homes for young children./

Wychowanie w przedszkolu, 37, 1984, Nos. 11/12, pp. 649-653.
1 table, 1 chart, 11 refs.

This is a review of studies conducted by the staff of the Institute for Mother and Child in Warsaw. Attention was paid primarily to the emotional reactions of children /up to the age of three/, their sensitivity and ability to adjust themselves to changes in the environment, the dependence of the psychomotor development on stimuli of the environment and the like.

1 preschool education, 1 crèche, 1 children's home, 1 emotion, 1 psychomotor development, Ø research, Ø Poland; 142957, 142965

2.3 History

59. BOREHAM, R. - COADY, M.: Changing notions of care and education in the Australian preschool movement.

Historia Infantiae, 1984, No. 1, pp. 65-73.
27 refs.

The development of Australian preschool child care facilities has been influenced by the work of F. Fröbel and his followers. The spreading of the reform movement ideas in nursery schools can be observed since the year 1909. A new stage of the development of preschool facilities begins in the 70s in the 20th century. In the year 1973, a programme was developed on the initiative of the Australian Labour Party to enable women higher participation in social life. Its introduction into the practice means provision of help to women in the care for the upbringing of children, especially of the youngest ones. Special care is required by immigrant children and others. The Social Welfare Commision Report represents the main source for detecting new trends in the social policy and care for children.

1 preschool education, 0 development, 1 care + children, 1 child, 0 immigrant, 1 Australia; 141909, 142901

60. CATARSI, E.: Pre-school education in Giolitti's Italy /1901 - 1914/.

Historia Infantiae, 1984, No. 1, pp. 45-63.
19 refs.

The first fourteen years of the 20th century were a period of the country's industrialization that conditioned its transition to the capitalist economic system; Giolitti, a progressive Italian politician, and his group contributed significantly to its development. Liberalization trends manifested themselves in the sphere of people's education, too. Attention concentrated especially on preschool child care facilities that lagged behind the development in other European countries. Montessori's and Agazzi's work as well as the activities of the Nursery School Teachers' Association and Credar's Programme of 1914 contributed to the nursery school reform.

1 preschool education, 0 development, 1 Italy,
0 1901 - 1914; 141909

61. COLE, M.: Whitelands training college and the development of the kindergarten system in the second part of the 19th century.

Historia Infantiae, 1984, No. 1, pp. 99-113.
8 refs.

The author characterizes institutional preschool education in England around the middle of the 19th century. Whiteland's training college was one of the colleges that prepared teachers for the newly developing preschool institutions /kindergartens and infant schools/. The article describes its activities in the period between 1850 - 1880 when it belonged to the most significant church institutions of its kind in England. Special attention is paid by the author to Froebel's work and the way it was reflected in the conception of preschool teacher training and the system of preschool education in England.

1 preschool education, 0 development, 0 19th century, 1 England; 141909, 142921

62. DAJEZ, F.: Une technologie éducative de la petite enfance: la methode des salles d'asile/1827-1860/. /Techniques of educating young children: the method of asylums /1827 - 1860/./

Historia Infantiae, 1984, No. 1, pp. 35-44.
21 refs.

The educational system of asylums /salles d'asile/ in France has its beginnings in Cochin's asylum that was set up in Paris in the year 1827 for children from lower social classes. The growing network of asylums in the years 1827 - 1860 enriched the educational system with new elements. The large number of children in one class necessitated precise organization, the introduction of a timetable and instruction in which the teacher is assisted by five- to six-year-olds acting as "monitors".

1 preschool education, 0 development, 0 19th century, 1 France; 141909

63. DIMITROVA, L.: *Preduchilishtnoto văzpitanie v Kazanlak.* /Preschool education in Kazanlak./

Preduchilishtno vĕzpitanie, 32, 1984, No. 2, pp. 27-28.

The author makes the reader familiar with the history of child education and child care facilities in Kazanlak since the 19th century until nowadays.

1 preschool education, 1 education + science, 1 Bulgaria; 142921

64. HAGER, F.-P.: *Elements to a theory of pre-school education in Plato, Comenius and Rousseau /A Comparison/.*

Historia Infantiae, 1984, No. 1, pp. 23-24.

The author begins his comparative study with a characterization of Plato's views of the world, society and education with special respect to childhood. Further, he presents an explication of Rousseau's ideas of the nature and man's naturality. If Plato's educational theory can be considered as a thesis and Rousseau's theory as an antithesis, Comenius' system of preschool education represents a synthesis combining elements of both.

1 preschool education, 0 theory, 1 Plato, 1 Comenius, 1 Rousseau; 142921

65. HOHENDORF, R.: *Diesterweg als Förderer der Bestrebungen Friedrich Fröbels.* /Diesterweg as a promoter of Froebel's efforts./

Historia Infantiae, 1984, No. 1, pp. 115-127.
26 refs.

The author, who is the chief editor of the collected works of the progressive German educationalist A. Diesterweg, deals in her article with Diesterweg's relation to Friedrich Froebel. Diesterweg maintained a reserved attitude to Froebel's work until 1849. When he, however, got to know Froebel in his work with children in the kindergarten and in the training of kindergarten teachers, he turned into a supporter of Froebel's views of preschool education and an ardent promoter of the kindergarten movement in Germany. The third part of the article informs about how these activities reflected themselves in Diesterweg's works.

1 preschool education, 1 Diesterweg, 1 Froebel, F., 0 relation; 142921

66. KOLEV, I.: Vzglyady D. Blagoyeva na doshkolnoye vospitaniye. /D. Blagoyev's views of preschool education./

Doshkolnoye vospitaniye, 1984, No. 3, pp. 65-66.

The founder and leader of the Social Democratic Party in Bulgaria had a close relation to preschool education as his wife was one of the first promoters of Froebel's theories. In his article about Friedrich Froebel of 1889, Blagoyev defended his progressive views - the requirement for the child's free and creative development, humane relation to the child, organization of children's lives in child care facilities. Blagoyev criticized the class substance of Froebel's theories, their religious orientation. He criticized also the class nature of preschool education in capitalist Bulgaria. Under the influence of Blagoyev's ideas, the 3rd extraordinary congress of the Bulgarian Social Democratic Party that was convened in the year 1893 demanded the setting up of free nursery schools. Blagoyev ascribed an important role to preschool education - it was to develop the children's mental abilities and to prepare them for school; to give them general education; to form in the children a correct relation to social and natural phenomena; to explain to them causal relations and laws. In his opinion, education should concentrate, since early childhood, on the acquiring of revolutionary ideas in keeping with the progressive ideas of general development.

1 preschool education, 0 development, 1 Blagoyev, D., 0 Bulgaria; 142921

67. LYNCH, J. - LOCK, J. A.: Early childhood education in Sunderland in the 19th century.

Historia Infantiae, 1984, No. 1, pp. 91-98.
    26 refs.

In the first part of the article, the authors give a characterization of Sunderland in the 1st half of the 19th century from the viewpoint of geography, economy, politics and culture. This is followed by information about the English Dame Schools and the activities of the Society for Infant Schools; the first infant school was opened in Sunderland in the year 1824.

1 nursery school, 0 development, 0 19th century,
1 England; 142921

68. MARUŠÁKOVÁ, M.: Seminář k 50. výročí založení studovny učitelek. /A seminar held on the occasion of the 50th anniversary of the foundation of teachers´ study centre./

Predškolská výchova, 38, 1983/1984, No. 8, pp. 15-16.
    1 photograph.

The nursery school teachers´ study centre was opened in Prague in the spring of 1933. It developed into a research centre. This is where the basic problems of preschool education were dealt with: play and toy, children´s speech, nursery school cooperation with the elementary school and with the family. Some psychological studies were conducted under the guidance of Professor Václav Příhoda. The study centre also prepared a curriculum for nursery schools. Displays of toys, didactic materials, and topics for work with children were held in the study centre rooms. A library that was set up in the study centre enabled the visitors individual study and offered also consultations and advice. The study centre became a source of specialist knowledge for elementary grade teachers continuing in the work of nursery school. It also played a social and cultural role. It offered the teachers opportunities of friendly meetings, cultural performances and discussions. Even nowadays, years later, it is necessary to stress the devotion, ardour, richness of ideas, organizational talent and initiative of the study centre members, who worked with love and enthusiasm.

1 nursery school, 1 educator, 1 study centre, 0 anniversary; 142905

69. MIŠURCOVÁ, V.: Jesle minulosti a současnosti. /Crèches of the past and the present./

Děti a my, 14, 1984, No. 1, pp. 17-19.
2 photographs.

The article outlines the history of public child care facilities catering for the youngest children in Europe since the 18th century. A detailed description is given of the history of crèche-type facilities in Bohemia and Moravia that were of a charitable nature ever since their beginnings. The crèche network developed very slowly in Czechoslovakia until the end of World War II. Basic qualitative and quantitative changes occurred in crèche development in the country after 1945 when preschool child care facilities were taken over by the state. Since 1952, crèches have been administered by the ministry of health. The present-day educational conception is worked out in detail in the Programme of educational work for crèches and nursery schools that represents a standard for education in preschool facilities.

1 crèche, 0 development, 0 Europe, 1 school network, 0 condition, 1 Czechoslovakia; 141907, 142901

70. PETROVA, E.: Developpement de l'éducation prescolaire publique et de la pédagogie préscolaire marxiste en R. P. de Bulgarie. /The development of public preschool education and Marxist theory of preschool education in Bulgaria./

Historia Infantiae, 1984, No. 1, pp. 75-89.

The first part of the article brings a brief characterization of the development of public preschool facilities and views on the education of the youngest children in the 19th century and at the beginning of the 20th century. The second part deals with the period of building socialism in Bulgaria in which the nursery school network and the system of socialist preschool education have been developing rapidly.

The development of preschool education after World War II can be divided into three stages: in the first one, the tasks and the content of an all-round and harmonious education of the child were laid down; in the second one, attention focused on the theoretical foundations of the uniform programme of educational work and its experimental verification; in the third stage, preschool education was included into the overall system of education and preparation for school.

1 preschool education, 0 development, 1 Bulgaria;

142921

71. PISARENKO, G.: Pedagog po prizvaniyu. /Teacher by profession./

Doshkolnoye vospitaniye, 1984, No. 2, pp. 5-7.

N. K. Krupskaya contributed considerably to the solution of problems of preschool education. She demanded an extension of the nursery school network and connected preschool education with socialist construction and with women's wide participation in production, in study and in the social life. She devoted considerable attention to the setting-up of nursery schools for minorities as she expected a positive effect of preschool education on the elimination of outdated remnants of nationality and religious conflicts. She turned to young people, to party members, to trade union members, teachers, doctors, workers, to agricultural workers with an appeal to help set up nursery schools. In her papers and lectures, she dealt with all aspects of preschool education, with problems of physical, moral, intellectual, work and aesthetic education. She paid special attention to work with the parents; she stressed the necessity of educational enlightenment. She demanded from teachers an understanding of the goals and aims of education, love and respect for the child. In the years 1937 - 1938, she prepared draft rules for nursery schools, she was chairwoman of the commission on the elaboration of nursery school curricula that reflected many of her views and principles for the education of preschool children.

1 nursery school, 1 preschool education, 1 Krupskaya, N. K.; 142921

72. PLEKHANOV, A.: Lokk o pervonachalnom vospitanii detey. /Locke on early childhood education./

Doshkolnoye vospitaniye, 1984, No. 11, pp. 36-40.

John Locke /1632 - 1704/ attributed considerable importance to the early childhood education in the family. In his opinion, the parents must realize that it is up to them not to support bad habits in their children that are difficult to break later. The health is one of the prerequisites of personality development. This is why he stressed the importance of physical

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training and hardening. Children should get used to the overcoming of obstacles. He considered physical work adequate to the child's age as a significant factor of the physical, mental and moral development of the personality. He stressed the importance of praize and encouragement; he rejected punishment and threats. In his opinion, the adults should maintain and encourage the child's cognitive activity by giving answers to his questions willingly and by showing interest. He considered examples as the main method of moral education. As the child grows up, he should be given more independence. Locke recommends play and games as they support the joyful mood of children, develop their activity and independence. Play and amusement should, however, be geared to the development of correct and useful habits. Toys that the children make by themselves are of special importance. Locke does not recommend many toys. The child should play and then place the toy to where it is kept; this leads to careful handling of toys since the earliest childhood.

1 preschool education, 1 education + history, 1 Locke, J.; 142921

73. PLEKHANOV, A.: *Predshestvennik sotsialisticheskoy pedagogiki.* /A predecessor of socialist education./ Doshkolnoye vospitaniye, 1984, No. 5, pp. 41-45.

Marx and Engels evaluated highly the educational views of the Utopian socialist Charles Fourier /1772 - 1837/.

Fourier believed in the social strength of education. In his opinion, public education should begin right after the child's birth. He suggests the setting-up of crèches where the mothers would come to feed the children only. Children should be taken care of by educated, cultured, high-principled women with educational tact. Their work should be appreciated not only materially but also socially. The child's sensory education begins after the sixth month of the child's life: listening to music, looking at pictures, play with toys. Man's inborn positive attitude to work, to activity is one of Fourier's progressive views. Children's creativity should be developed since the earliest childhood. Children over the age of three should visit workshops to get ready for work psychologically, children over five should work in the kitchen, in the garden. They should have small, nice tools. Fourier underestimated the importance of family education. In his opinion, parents of his time trying hard to maintain the bare existence were not able to secure correct education for their children. There is much Utopian in Fourier's views but many of his ideas are valid even nowadays, e.g. the necessity to combine learning with work experience for a successful shaping of the personality.

1 preschool education, 1 education + history, 1 Fourier, Ch.; 142921

74. **PLEKHANOV, A.:** Teoretik i praktik doshkolnogo vospitaniya v Rossīi. /A theorist and practician of preschool education in Russia./

Doshkolnoye vospitaniye, 1984, No. 9, pp. 32-36.

Alexandra Semenovna Simonovicheva /1844 - 1933/ belongs to the pioneers of preschool education. At her time it was impossible for women to study at universities in Russia, so she studied in Switzerland where she got familiar with Froebel's system. She set up a nursery school in Saint Petersburg in the year 1866 and started to publish a magazine called "Nursery school". The magazine explained the importance of public preschool education, made the reader acquainted with the contents and method of work of the nursery school. Significant papers published in the magazine were concerned with child psychology and problems of the education of young children. Simonovicheva analyzed critically Froebel's system both in practice and in theoretical papers. She stressed that it could not be applied mechanically, that it was necessary to make use of national elements and ideas. The number of women working in production increased alongside with the development of capitalism. In Simonovicheva's opinion, if the society wanted women to participate in social work, it was obliged to set up child care facilities. She formulated the goals and tasks of the nursery school in the following way: nursery school is an educational facility for children aged three to seven, irrespective of their origin, religion or sex. Its aim is the child's physical, intellectual and moral development. She considered nursery school as an intermediary link between the school and the family. She stressed the necessity of cooperation with school and of preparation for school. She recommended the setting up of elementary grades for six-year-old children aimed to make them ready for school instruction both mentally and practically. She stressed the importance of nursery school teachers and placed high moral requirements on them.

1 preschool education, 1 education + history, 1 Simonovicheva, A. S., 0 Russia; 142921

75. Putování Jana Amose. /The wanderings of Jan Amos./
Rodina a škola, 31, 1984, No. 1, p. 9.
3 photographs.

This is information about a film called "Wanderings of Jan Amos", directed by the national artist O. Vávra and made in cooperation with the writer M. V. Kratochvíl. The film makers succeeded in creating a portrait of a scholar, who reacted sensitively to what was happenning not only in Bohemia but in the whole of Europe. It is a biographical film showing the development of the thinking of Jen Amos Comenius, his views, judgements and conclusions. Statements used in the script are based on exact quotations from his works.

1 education + history, 1 Comenious, J. A., 0 film; 140309

76. RIČALKA, M. - PŠENÁK, J.: Antológia z dejín predškolskej pedagogiky. /An anthology from the history of preschool education./

Bratislava, SPN 1983, 369 pp.
Reviewed by: Liepuchová, S.
Predškolská výchova, 38, 1983/1984, No. 6, p. 29.

The publication is divided into four parts. The first one presents ideas of preschool education since ancient times up to the present. The second part is devoted to Marxist educational theory while the third one presents a survey of the history of Czech and Slovak educational theory. The fourth part contains party and state documents on preschool education after the year 1945. The anthology contains 26 medallions of outstanding personalities that contributed to the development of the theory of preschool education. Characterizations of the authors are supplemented with excerpts from their works.

1 preschool education, 1 education + history, Ø Europe, Ø Czechoslovakia, Ø publication; 142921

77. VÁG, O.: Some moot questions on the research of history of early childhood education.

Historia Infantiae, 1984, No. 1, pp. 9-22.

The article brings the text of the introductory lecture delivered at the 4th seminar of the International Society for the History of Education held in Budapest in the year 1982. The author deals with the history of institutions of preschool education in Europe and uses comparative analysis to arrive at more precise nomenclature and typology of institutional preschool education. The final part of the article outlines problems for further research on the basis of international cooperation.

1 preschool education, 1 education + history, 0 methodology; 142921

2.5 Scientific conferences and symposia

78. XVI. congres mondial de l'OMEP: Le jeune enfant, citoyen à part entière ? /The 16th World Congress of the OMEP: The child as an equal member of the society ?/

Les actes du congres. Quebec, 26. 7. - 2. 8. 1980.
490 pp.
Reviewed in: Mišurcová, V.: Dítě, rovnocenný člen
společnosti ?
Predškolská výchova, 38, 1983/1984,
No. 5, pp. 30-31.

The volume contains collected papers and contributions from the proceedings of the 16th world congress of the OMEP /World Organization for Preschool Education/ that was held in Canada in the year 1980. Besides the opening and the closing addresses, it contains three parts. The introductory part, which is entitled The child and his survival, covers three problem spheres: Learning in early childhood, The child's development, Problem children and children requiring protection. The second part - The child and his social integration- deals with the problems of family, training of staff specialists for preschool facilities, legal problems and legislative regulations of children's rights in various countries, the state of preschool child care facilities, the preparation of children for school, children's right to play. The last part of the volume - The child's creativity - covers three problem spheres: Education through art and for art, Developing the creativity, Television.

1 preschool education, 1 learning, 1 mind, 0 development, 1 socialization, 1 creativity, 0 science + gathering; 142003, 142923

79. GOUTARD, M.: L'innovation préscolaire dans les pays asiatiques. /Preschool innovation in Asian countries./ L'éducation enfantine, 1983/1984, No. 7, pp. 24-25. 1 photograph.

The article brings brief information about a conference that was held in New Delhi in April 1983 and attended by representatives of Afghanistan, China, India, Maldive Islands, Nepal, Sri Lanka, Thailand and Vietnam. The delegates stated that the network of preschool facilities was growing on the Asian continent and pointed out the necessity of solving their problems with respect to the specific needs of the third world. A typical feature of the development of preschool education is a close connection between family education and institutional education. Exchange of experience gained in the individual countries brought numerous stimuli for the enrichment of the individual national programmes. Special attention was paid to children living in conditions of extreme poverty. The training of staff for preschool facilities is an important problem.

1 preschool education, 1 school network, 1 family, 1 teacher training, 1 developing countries; 141911, 142901

80. KOPCZYŃSKA-SIKORSKA, J.: Problematyka badań nad rozwojem somatycznym dziecka. /Problems of the study of the child's somatic development./
Wychowanie w przedszkolu, 37, 1984, No. 2, pp. 75-78.
10 refs.

The basic directions of further research were laid down at the International Congress of Auxiologists /auxiology - derived from the Greek expression auxein = to grow, to develop/ that was held in Rome in the year 1977. Reference is made to literature and a characterization is given of the individual spheres of this boundary branch lying between medicine, psychology and education.

1 child, 1 somatology, 1 research, 0 planning; 142955, 140901

81. **MIŠURCOVÁ**, V.: Hra a hračka - součást kultury a prostředek mezinárodního dorozumění. /Play and toy as component parts of culture and means of international understanding./

Hračka, 19, 1984, No. 2, p. 1.
1 ref.

This is information about two most significant events of the preceding year that included the problems of play and toy in their agendas. The proceedings of the World Rally for Peace and Life, Against Nuclear War that was held in Prague on June 21st - 26th, 1983 rejected, among other things, military toys and military games. It was stated at the rally that upbringing, education and enlightenment were activities necessary for the preservation of life and peace in the world. This is why the participants also discussed the role of family, play, toy and leisure. New views of the toy as a component part of culture were brought by the 17th World Congress of the OMEP /World Organization for Preschool Education/ that was held in Geneva on August 15th - 19th, 1983 under the motto Child and culture.

1 child, 1 play, 1 toy, 0 science + gathering; 142951

86

82. Natsionalen seminar - Ruse ´84. /National seminar - Ruse ´84./

Preduchilishtno văzpitanie, 32, 1984, No. 6, pp. 6-13. 6 photographs.

The national seminar on the introduction of new curricula for preschool facilities catering for children aged 3 - 6 discussed the drafts and dealt with the generalization of experience with the aim of reaching higher effectiveness of the process of education. The paper informs about the dealings of the individual sections on play, physical education, art education, music education, constructional activities and work education and about discussions on the environment, constructional play, elementary mathematical concepts, elimination of mistakes in the methodology and the process of education in the individual subjects and in general.

1 nursery school, 1 curriculum, 0 implementation, 0 Bulgaria; 142907

83. Priyatelski sreshti. /Friendly meetings./

Preduchilishtno văzpitanie, 32, 1984, No. 7, pp. 33-34.

This is information about a meeting of specialists from the German Democratic Republic and Bulgaria to discuss preschool education, its theoretical and practical aspects. The second part of the article contains information about a visit of trainee teachers from Denmark to the preschool education department of the Sofia University.

1 preschool education, 1 German Democratic Republic, 1 Bulgaria, 1 Denmark, 0 discussion; 142901

84. III. sympozium o hračkách v Semilech. /3rd symposium on toys in Semily./

Hračka, 19, 1984, No. 3, p. 1.
6 photographs.

The 3rd toy makers' symposium that was held in Semily on the initiative of the Tofa factory branch of the Czechoslovak Scientific and Technological Society dealt with the subject of wooden toys and teaching aids - their development, production and trends. A suitable framework was created by an exhibition of wooden toys, social games and teaching aids for crèches and nursery schools that was held for over a month. Those showing their products at the exhibition included the local Tofa Semily as well as other Czechoslovak producers, such as Tofa Albrechtice, Jas Stráž nad Nežárkou and Tvar Klatovy. Products of VEB VERO Olbernau from the German Democratic Republic were also displayed. Two display panels showing toys made in West Germany, Holland, Belgium, Taiwan and other countries enabled an interesting comparison with the production of some capitalist producers. The article brings information about the toy exhibition as well as about the proceedings of the symposium.

1 toy, 1 wood, 0 exhibition; 142951

85. TRUBÍNOVÁ, V.: Vedecká konferencia o mravnej výchove. /A scientific conference on moral education./
Predškolská výchova, 39, 1984/1985, No. 4, pp. 25-26.

The aim of a scientific conference that was convened under the motto Theory and practice of moral education in the nursery school was to evaluate and generalize the results gained hitherto with the newly conceived content of educational work in the sphere of moral education from the viewpoint of education and administration, to seek effective methods and forms of its implementation in practice, to generalize the results of research into the individual spheres of moral education. The following papers were presented at the conference: The heritage of J. A. Comenius for the education of children in early childhood and the development of preschool education in the Slovak Socialist Republic after the liberation, The development and present-day state of the conception of the content of moral education, Psychological foundations of moral education in early childhood, Shaping the preschool child's moral consciousness. Thirty-three participants contributed to the discussion. Conclusions following from the proceedings were: to develop further the scientific, theoretical work geared to the conceptual perfection of the system of preschool education; to reassess the present-day state of the training of nurses, teachers and headmistresses of preschool facilities for educational work and administration; to enable university study to selected educational workers; to enlarge the preschool education section of the Slovak Academy of Science; to work out criteria for the assessment of children's moral behaviour at preschool age.

1 preschool education, 1 moral education, 0 science + gathering; 142957

3 ORGANIZATION OF PRESCHOOL EDUCATION

3.1 Legislative standards and regulations

86. CUBIZOLLES, M.: L'aménagement de la classe. /Classroom equipment./

L'éducation enfantine, 1984/1985, No. 1, pp. 14-17.
2 photographs.

The author describes the equipment of a nursery school classroom for two-year-old children; out of the total number of 24 children enrolled, about 16 - 20 children are usually present. The room has been equipped with a view to the fact that objects should intermediate the relation between the teacher and the child and that they should provide stimuli for handling that evokes inquisitiveness and a desire to experiment. The equipment of the room should respect the physiological, psychological, emotional and intellectual needs of a young child. It is suitable to set up various corners in the room so as to make the children's activities as varied as possible /for play with dolls, with vehicles, for play with water, for drawing, for work with wood, book corners and the like/. The development of children's play and their guidance by the teacher were good if the number of children was not higher than 12. Some more practical experience with the education of two-year-old children in nursery schools is described in the same issue of the magazine L'éducation enfantine, on pp. 5-8 and pp. 9-13.

1 preschool education, 1 age 2, 1 classroom, 1 equipment; 142911

87. ELLIOT, S. - LESSEN-FIRESTONE, J. - FEDERLEIN, A.: Early childhood teacher education guidelines for four- and five-year programs: A preliminary survey of their relevancy and impact.

Young Children, 39, 1984, No. 5, pp. 54-56.
1 table, 2 refs.

This is information about the results of a survey made to find out the impact of guidelines for early childhood teacher training on programmes for four- and five-year-olds. The survey was made in the form of a questionnaire and its results show that the guidelines have proved successful and that they are in use.

1 nursery school, 1 curriculum, 0 guidelines, 0 research; 142907, 142907

3.2 Types of facilities

88. CIHELKOVÁ, M.: Návaznost výchovného procesu. /Continuity in the process of education./

Predškolská výchova, 39, 1984/1985, No. 2, pp. 1-2.

Crèche children are usually transferred to the nursery school automatically, according to their age although the organizational guidelines lay down that the suitable time and way of accepting the children to nursery school will be agreed on by the nursery school headmistress and the crèche head nurse. All three-year-old children are not equally developed somatically and mentally, there are also individual differences. The crèche doctor and the head nurse may decide in justified cases on the basis of an overall evaluation of the child that even a three-year-old child may remain in the crèche until his overall development meets nursery school requirements. The child's transfer from the crèche to the nursery school made at an unsuitable time may cause his unsuccessful start in the nursery school and even stress in extreme cases. To enhance the continuity in child care provided in crèches and nursery schools, it will be necessary to make more use of conclusions made on the basis of the evaluation of three-year-olds so as to transfer them to nursery school at an optimum time.

1 preschool education, 1 crèche, 1 nursery school, 0 continuity; 142903

89. CIHELKOVÁ, M. - JAKUBOVÁ, R.: Návaznost jeslí a mateřských škol. /Continuity between the crèche and the nursery school./

Předškolská výchova, 38, 1983/1984, No. 6, pp. 3-6.

A joint inspection of crèches, combined child care facilities and nursery school playgroups for children below the age of three that was made by health and school workers in the Central Bohemian region led to concrete conclusions. All children below the age of three must be provided uniform education irrespective of the fact whether they go to facilities administered by the ministry of health or by the ministry of education. The continuity of concerted educational effort throughout the whole early childhood must be enhanced by an active cooperation between children's nurses and teachers with special respect to the transfer from the crèche to the nursery school. For this purpose, all child care facilities catering for children below the age of three are administered methodologically by the head nurse of the instruction crèche, who is entrusted with methodological guidance in the respective district. Further, it was necessary to make the teachers acquainted with basic principles of the upbringing of children below the age of three and to enforce these principles in practice. Teachers attended seminars and meetings where they learnt about the psychological aspects of approach to children below the age of three and specific means of their education; the organization of the daily routine in child care facilities for children below the age of three; the material and social environment for children below the age of three; cooperation of the crèche and the nursery school with the family; documentation and administration of the educational work.

1 preschool education, 1 crèche, 1 nursery school, 0 continuity; 142903

90. DORONOVA, T.: Vospitaniye detey v malokomplektnykh doshkolnykh uchrezhdeniyakh. /The education of children in small mixed-group nursery schools./

Doshkolnoye vospitaniye, 1984, No. 2, pp. 46-50.
2 refs.

Mixed-group nursery schools are important factors in the cultural life in villages. This is why it is envisaged that mixed-group schools will not be abolished and that combined educational facilities comprising nursery school and school will be set up. The forming of mixed-age groups is an important factor in the children's development and education. Contact with older children activates the speech of the younger ones and enlarges their vocabulary. Older children serve as an example for younger ones. A friendly and considerate relationship of older children to younger ones does not develop spontaneously, it is the result of systematic work geared to the realization of the role of the older one in mutual contact. Contacts between older children and the teacher acquire the nature of cooperation. This changes their position in the children's society. Experience from work in mixed-group nursery schools is being studied and generalized at present. The advantages of joint upbringing of children of various ages are recognized but also its complexity is pointed out. Since the year 1983, the preschool education laboratory of the scientific research institute at the Ministry of Education of the Soviet Union has been conducting work on the research task "Special features of educational work in incomplete preschool facilities". This task comprises a number of intricate problems requiring special educational and psychological research and the generalization of present-day educational experience. Besides, it is necessary to prepare aids and materials for the individual age groups that enable independent learning.

1 nursery school, 1 mixed-class school, 0 cooperation, 0 Soviet Union; 142953

91. JENBORISOVA, N.: Organizatsiya obucheniya v raznovozrastnoy gruppe. /The organization of instruction in a mixed-age group./

Doshkolnoye vospitaniye, 1984, No. 5, pp. 35-36.
1 table.

The author describes experience from work in a region where mixed-group nursery schools represent 15 p.c. of all nursery schools. These are usually combined crèche-cum-nursery-school facilities for 50 children. It is recommended to group children into three subgroups: three- to five-year-olds, five- to six-year-olds and the transfer group /children aged 6 - 7/. The attached table shows occupations for these age groups for each day of the week. Occupations that predominate are those that can be done jointly by all three groups, with differing tasks and length of occupations. These are primarily activities aimed at speech development, art, music and physical education. Occupations aimed at developing the children's mathematical ideas are usually combined with art education. In some cases, these occupations are planned for the transfer group only. In this way, the requirement laid down in the curricula is fulfilled - children of the younger and middle group have ten occupations in the course of the five-day week, whereas older children and the transfer group children have 13 and 14 occupations respectively.

1 crèche, 1 nursery school, 1 transfer group, 1 daily routine, 1 curriculum, 0 Soviet Union; 142913

92. LAUVIGE, Ch.: L'accueil en maternelle. /Accepting children to nursery school./

L'éducation enfantine, 1983/1984, No. 8, pp. 11-15. 4 figs.

The article brings an interview with Mrs. Goullier, the directress of a children's home. The children's home has also a nursery school that accepts children over the age of three. The first part of the article describes the difficult situation of a child that his parents harm and show no interest in. Nursery school teachers try to develop as good relations to the children as possible and the children's home enables the children visits to museums and to historical monuments and stays in the nature. The next part of the article deals with the preparation of children for school and the patronage system that seems to be a happy solution for the children. The education of children in children's homes is discussed also in other articles in the same issue.

1 nursery school, 1 children's home, 1 educator, 1 child, 0 relation; 142753

93. NAGYOVÁ, A.: Skúsenosti z pripravenosti detí na školu v Detskom mestečku. /Experience with children's readiness for school in the Children's Town./

Predškolská výchova, 38, 1983/1984, No. 8, pp. 12-14.

In the children's town in Trenčín- Zlatovce, children live in artificially formed families that have the optimum prerequisites for substituting their own familiew for them. Readiness for school is tested in all six-year-old children. Experience gained in the preceding four years shows that those first psychological assessments were correct. In most cases, the assessment made by grade one to four teachers is the same. Most children's school achievement is normal, within the scope of their mental and personal abilities. Some children show improvement as the process of education has developed their mental abilities. If the children come to the children's home at least two years before the beginning of their school attendance, they are prepared for school equally well as children from normal families, and even better in some respects. If they come in the last year before the beginning of their school attendance, their readiness for school is not so good and, in extreme cases, postponement of school attendance is recommended. A set of 22 exercises has been prepared for five-year-old children with the aim of eliminating these shortcomings. The children learn, in an amusing form, to express themselves correctly, to form opposites, to orientate themselves in space, to form logical relations, similarities, contrasts and successions. The efforts of the staff are geared to developing in the children the correct motivation, the need to reach certain social prestige, the need to be successful, to prevent failures. All this is necessary for success at school and, later, in life.

1 preschool education, 1 school, 0 preparation, 1 surrogate family, 0 Slovakia, 0 experience; 142953

94. NAVRÁTILOVÁ, M.: O výchovné práci v dětském domově.
/Educational work in a children's home./

Zdravotnická pracovnice, 34, 1984, No. 7, pp. 432-435.
1 photograph.

This is experience from the work of an educational nurse in a children's home for children aged 1 - 3. Besides methodological guidance of the other nurses, she uses personalized approach in her work with the children. She regularly takes two children to another room where she devotes herself to them in various ways so as to give them an opportunity of direct contact with an adult person. When the children go for a walk, she takes one of the children and goes shopping with him or her to a self-service shop. On the following day, she talks with the respective child about where they were the day before and what they saw there and then they prepare jointly some food from the things they bought. Both the children and the staff members celebrate their birthdays in the children's home. Thus the children can experience joy over gifts they get as well as the pleasure of giving somebody a present. The main endeavour of all staff members is to make the children satisfied.

1 children's home, 1 age 1 - 3, 1 educational care; 142753

95. SCHMIDTOVÁ, E.: Heterogénna výchovná skupina v detskom domove. /A heterogeneous group in the children's home./

Predškolská výchova, 38, 1983/1984, No. 9, pp. 6-8.
5 refs.

The child needs not only attention and love but also variable models of coexistence within a group similar to family life. These requirements are met approximately by heterogeneous groups comprising children of both sexes aged 3 - 18. The heterogeneity of educational groups is of special importance for subgroups of siblings. The author informs about studies concentrating on heterogeneous groups. The first study concentrated on the examination of emotional links and relations to adults and between children by means of interviews with staff members and children, questionnaires and anamnestic data. The second study was made on the basis of tape recordings of verbal communication within heterogeneous educational groups. Qualitative criteria were preferred in the data processing. Older children show positive attitudes to preschool children. They often play with them and they mostly fulfil the assigned duties to young children willingly. These duties assigned to them within the group and the fact of being accepted by the younger children as well as the educator's appreciation have a positive effect on their self-confidence. Not only a sixteen-year-old girl likes young children and likes to play with them, an eighteen-year-old grammar school student also has a positive relation to his charge. The naivety of younger children, their immediacy and attachment evoke sympathy in older children.

1 children's home, 1 age 3 - 18, 1 group, 0 heterogeneity, 0 research; 142909, 142753

96. SOBCZYK, K.: W przedszkolu jednooddziałowym/In a single-class nursery school./

Wychowanie w przedszkolu, 37, 1984, Nos. 7/8, pp. 439-441.

The teacher of a small rural nursery school describes her experience gained in the course of long years. She informs about materials used for occupations and for play, the organization of occupations in the course of the year. Attention is drawn to problems of integrating children with bigger age differences, cooperation and help provided by older children to younger ones.

1 nursery school, 1 age, 0 integration, 1 village, 0 experience, 0 Poland; 142903

97. STOLAŘÍKOVÀ, D. - VRTALOVÁ, O.: Dítě, jesle, rodina. /The child, the crèche, the family./

Predškolská výchova, 38, 1983/1984, No. 6, pp. 7-9. 2 photographs.

A survey of adjustment problems covering two hundred children was conducted in Ostrava in the year 1980. It was repeated with two hundred children in the year

1983. A comparison of the results confirmed the necessity and success of making the children gradually used to the crèche environment and crèche routine.

1 crèche, 1 parents, 1 child, 1 adjustment, 0 research;
142751

98. VATUTINA, N. D.: Rebenok postupayet v detskiy sad.
/The child starts going to the nursery school./

Moscow, Prosveshcheniye 1983.
Reviewed in: Lyamina, G.: Kniga dlya vospitateley.
Doshkolnoye vospitaniye, 1984, No, 2,
pp. 73-74.

The publication deals with the child's adjustment to the child care facility. It describes the special features of the child's development in the first three years of life, including among them the need for contacts and individual reactions to coming to nursery school. It discusses everything connected with the child's being accepted to nursery school /organization of the children's life in class, forming of age groups, staffing, the collection of data concerning the children/. It describes the educational work in the adjustment group. Appendices show a child development follow-up chart, adjustment group composition, a questionnaire for the parents, a note made of a consultation with the parents.

1 crèche, 1 parents, 1 child, 1 adjustment, 0 research;
142751

99. ZVEREV, I.: Na god ranshe. /One year earlier./
Semya i shkola, 1984, No. 5, pp. 8-10.
3 photographs.

An experiment comprising 50,000 six-year-old children that learn to read and to write in keeping with uniform syllabuses and curricula at schools or in transfer classes of nursery schools has been started under the guidance of the Ministry of Education of the Soviet Union, the Academy of Educational Science of the Soviet Union and ministries of education of the individual union republics on the basis of the resolution of the 26th Congress of the CPSU calling for creating the prerequisites for a gradual transition to school instruction of children since the age of six. This transition is to be implemented in the years 1986 - 1990. It has become obvious by now that the instruction of children is suitable since the age of six. However, the necessary conditions must be created. The afternoon sleep and conditions for regular hardening must be secured for the children's health. It is expected that there will be two or three hours of physical education and short physical training intervals after each 35-minute period. Interesting primers, textbooks for mathematics and exercise-books have been prepared in a number of union republics. Not only the thinking but also the emotions should be developed in the course of instruction, the immediacy and liveliness of reactions of the six-year-olds should not be suppressed. It is possible to utilize the experience gained in nursery schools and results of scientific research studies in psychology and pedagogy of preschool age. It turns out that the percentiveness to reading is higher in six-year-olds than in seven-year-olds but the six-year-olds take more time to acquire the habits of writing. Although it is expected that school instruction will be more suitable for six-year-old children, at present they will be taught both in transfer classes of nursery schools and at schools until the necessary conditions can be created. It is necessary to plan the gradual transition to school instruction since the age of six and to decrease gradually the number of grade one classes attended by seven-year-olds only.

1 nursery school, 1 age 6, 1 transfer class, 1 initial reading, 1 initial writing, 0 Soviet Union, 0 research; 142959

3.3 Educational and teaching programmes

100. BABUKOVA, P.: Predstoyashti zadachi po vnedryavateto na novata programa v detskata gradina. /New tasks in the implementation of new nursery school curricula./ Preduchilishtno vǎzpitanie, 32, 1984, No. 6, pp.2-5.

In this article, the deputy minister of education outlines the tasks laid down by the national party conference. She mentions the problem of increasing the quality of educational work in preschool child care facilities, the introduction of the new system of evaluating the work of educational workers on the basis of results of educational work, the necessity to develop the overall intellectual abilities of children as preparation for school instruction. She discusses the process of perception, realization and creation.

1 nursery school, 1 curriculum, 0 implementation, 0 Bulgaria; 142907

101. BEŇOVÁ, T.: Úlohy predškolských zariadení v ZSSR pri ďalšom zdokonaľovaní komunistickej výchovy. /Tasks of preschool facilities in the Soviet Union in the further improvement of communist education./

Predškolská výchova, 38, 1983/1984, No. 10, pp. 1-3.

The draft of "Basic directions of a reform of the secondary general and vocational schools" has been submitted for public discussion in the Soviet Union. The aim of the reform is a higher qualitative level of the education of the young generation. The proposed change in the structure of the school system envisages the decreasing of the school-going age to six years. This means that it is necessary to improve the preparation of children for school in nursery schools. The project calls for the preparation and introduction of a new programme of education and instruction in nursery schools.

This programme should be made with a view to the specific features of the child's physiology and psychology, national cultures and traditions. Further, it will be necessary to meet the increasing demands made on the educators, their selection and the quality of their training; to increase their authority in the society and to create better conditions for their work; to improve the style of administration of the preschool child care facilities at all levels; to improve conditions for the work of rural nursery schools.

1 nursery school, 1 curriculum, 0 implementation, 1 Soviet Union; 142007

102. CATALDO, Ch.: Infant-toddler education /Blending the best approaches./

Young Children, 39, 1984, No. 2, pp. 25-32.
1 photograph, 1 chart, 27 refs.

The results of studies into toddler education are presented. The basic principles of their education must respect the specific features of this age, namely the unity of physical, emotional, social and intellectual needs, habits and behaviour, rapid growth and development and easy vulnerability by unsuitable effects of the environment. Personalized approach is also basic in education. The author presents examples of suitable activities for education both in the family and in child care facilities and stresses the need of mutual cooperation.

1 preschool education, 1 toddler, 1 crèche, 1 family; 142901

103. DYE, J. S.: Early education matters: A study of pre-school curriculum content.

Educational Research, 26, 1984, No. 2, pp. 95-105.
2 tables, 2 appendices, 19 refs.

A sample group comprising 36 four-year-old children was studied to find out the effect of a programme called My world /designed originally for handicapped children/. It was found out that a well-designed programme had a positive impact on the children's development /compared with a control group/ and on their successful start at school.

1 preschool education, 1 age 4, 1 curriculum, 1 mind, 0 development, 0 research; 142907

104. GILABERT, H. - SAUSSOIS, N. - DUTILLEUL, M.: Les enfants de 2 à 4 ans è l'école maternelle. /Children aged 2 - 4 in the nursery school./

Paris, Armand Colin-Bourrelier 1984.
Reviewed in: L'école maternelle française, 1984/1985,
No.1, p. 31.

The book describes year-long work in the group of the youngest nursery school children. The educational work is adjusted to the changing needs of the children's development.

1 preschool education, 1 age 2 - 4, 1 educational care, 0 France; 142909

105. GOUTARD, M.: Un programme international pour l'éducation préscolaire. /An international programme for preschool education./

L'éducation enfantine, 1984/1985, No. 3, pp. 24-25.

This article written by the chairwoman of the World Organization for Preschool Education /OMEP/ informs about the versatile activities carried out by the organization, especially through its national committees. At the present time, the OMEP cooperates closely with the UNESCO; this cooperation has given an impetus to innovations of institutional preschool education, especially in the developing countries, and has gained support for the joint effort of all bodies in the solution of problems of education for peace and international understanding. The article brings information about the main directions of OMEP activites, about publications that will appear and about a world congress that si to be held in the year 1986.

1 preschool education, 1 scientific society, 0 OMEP, 0 activity; 142923

106. KAMENOVA, M.: Integrirane na trudovata i konstruktivno-tekhnicheskata deynost. /Integrating work activities with constructional and technical activities./

Preduchilishtno văzpitanie, 32, 1984, No. 2, pp. 2-5.
1 photograph.

The article analyzes forms of integrating work activities with constructional and technical activities included in the new school curriculum. Attention is paid to the system of acquiring elementary work habits by children of various age groups in the nursery school. Principles for creating the structure of the content of the subject matter /play, work activities of cognitive nature/ are shown on more general topics presented in several variants.

1 nursery school, 0 work education, 0 technical structure, 1 curriculum,0 Bulgaria; 142965

107. ROBEVA, D. - RASHKOVA, L.: Zapoznavane s okolnata sreda. /Getting familiar with the environment./

Preduchilishtno văzpitanie, 32,1984, No. 11, pp. 31-33.
1 photograph.

The authors describe the structure of a new subject in preschool education - getting familiar with the environment and the individual topics it includes. Using examples, they show the importance of these topics and mention practical possibilities of their introduction in various plays and competitions and the role of the subject in the overall system of preschool education.

1 nursery school, 1 curriculum, 1 environment, 0 cognition; 142907

108. SCARABINO, G.: Expérimentation didactique et plan de travail pour l'année. /Didactic experimentation and the yearly plan of work./

L'école maternelle belge, 1983/1984, No. 2, pp. 55-58.

The article has been translated from the Italian magazine Vida dell' infanzia. Its author, G. Scarabino, is of the opinion that the aim of nursery school is to support the overall development of the child, who - at this stage of his development - is beginning to realize himself, the others and the surrounding world. All activities, i.e. 1. the psychomotor activity, 2. the socialization activity, 3. the theatre activity and music activity, 4. the logical and mathematical activity and scientific observation, 5. the graphic, plastic and handling /work/ activities, are geared towards the reaching of this aim. Concrete tasks are outlined for each of these spheres.

1 nursery school, 1 education + aim, 1 activity, 0 kind; 142907

109. SCHAUB, M.: Rahmenpläne - Verwirklichung im Kindergarten ? /General plans and their implementation in the nursery school ?/

Der Schweizerische Kindergarten, 74, 1984, No. 12, pp. 2-3.

Even young children get to know, through mass media of communication, that there are people that differ in appearance, way of life and the like. The general plan for Swiss nursery schools contains topics for making the children acquainted with the local customs as well as with those of the inhabitants of other countries, with the aim of developing in children an understanding, tolerance and considerateness to other forms and ways of life, to other races, languages and religions. This is why trainee teachers were sent to their four-week practical training and given "The third world" as a topic for their work. UNICEF workers gave the students materials to use when preparing the topic.

1 nursery school, 1 education + programme, 0 tolerance, 1 custom, 0 foreigner, 1 teacher training school, 1 teaching practice; 142957, 142907

110. TARDOS, A.: Les activités dirigées. /Directed activities./

L'enfant, 1984, Nos. 3/4, pp. 14-19.
1 photograph.

The article presents the results of long-term observations of crèche children in Hungary. It contains an analysis of directed activities of children aged 18 months to 3 years. Directed activities taking place in the crèche comprise especially the nurse's talks with the respective child, the inspection of pictures, handling of toys, modelling and drawing. The results of observations of children's activities lead to a contemplation of the effectiveness and possible ways of directing children's activities by an adult.

1 crèche, 1 activity, 0 administration, 1 method, 0 Hungary, 0 research; 142909

3.4 Cooperation of preschool facilities with other institutions and the public

111. Autour d'une rencontre. /A meeting./

L'éducation enfantine,1984/1985, No. 2, pp. 10-21. 7 photographs, 12 figs.

The article describes the collective experience of a long-term cooperation between a nursery school and a school aimed at bringing the children together on the basis of joint activities laid down in a jointly prepared programme. The programme included a joint visit to the zoological garden, joint skating, exchange of correspondence, the solving of a joint task, e.g. the preparation of an album of photographs and the like. The implementation of the programme enriched the lives of all children and meant good preparation for the future school children both psychologically and educationally.

1 nursery school, 1 primary school, Ø cooperation;
142953

112. GOUTARD, M.: *En Andalousie: Des ateliers pour parents.* /In Andalusia: Circles for parents./
L'éducation enfantine, 1983/1984, No. 8, pp. 23-24.

An attempt at involving the parents in consistent cooperation with preschool facilities has been going on in three Andalusian towns since the year 1977. This cooperation takes three forms: a/ mothers that do not go to work come to the nursery school regularly and help the teacher; b/ mothers are organizers of a parents' circle and secure constant contact between the nursery school and the family; c/ the parents help in the preparation of the didactic material, they take part in school celebrations, visits to theatres and the like. A lot of positive experience has been gained in the five years of the work of these parents' circles; this was reflected both in the children's better school achievement and in the parents' deeper concern and feeling of responsibility for education. Positive experience is summed up in a publication designed for parents and intended as an aid for setting up similar parental circles.

1 nursery school, 1 parents, Ø cooperation, Ø Spain;
142751

113. GOUTARD, M.: Zimbabwe: l'essor des centres préscolaires. /Zimbabwe: A boom of preschool centres./

L'éducation enfantine, 1983/1984, No. 6, pp. 24-25.
1 photograph.

The interest in public preschool education has been growing in Zimbabwe since the year 1972. Courses that have been organized on the initiative of the National Welfare Council provide mothers and grandmothers with the basic training for work in preschool facilities that began to be set up. In her brief article, the author informs about the versatile activities of organizational and administrative nature needed for the further development of preschool facilities to make them meet the local conditions.

1 preschool education, 1 nursery school, 1 parents, 0 publicity, 1 Zimbabwe; 141911, 142707

114. Przyszkolne koła TPD. /School branches of the TPD./

Przyjaciel dziecka, 1984, No. 11, pp. 1-3.

This is a talk of B.Kima,an editor, with the educationalist and radio worker J. Syrokomski about problems of the organization and activities of school branches of the TPD - Towarzystwo Przyjaciół Dzieci /Children's Friends Society/. Their task is to help families and the school in solving material and educational problems; 75 p.c. of the members are teachers and public education workers. These are often the same people in many roles, especially in villages /the local teacher may be a member of the national committee, the local authorities, peasants' associations and the like/. A characterization is given of tasks in the everyday education of children and of cooperation between parents and children.

1 family, 1 school, 1 social organization, 0 assistance, 0 Poland; 144501, 141303

115. READDICK, CH. A. - GOLBECK, S. L. - KLEIN, E. L. - CARTWRIGHT, C. A.: The child-parent-teacher conference. /A setting for child development./

Young Children, 39, 1984, No. 5, pp. 67-73. 1 table, 1 fig.

The authors of the article share the view that children should be invited to participate in discussions concerning them,documenting this on a few models of this participation that have already been tried out. In the first case, the programme was prepared in such a way that the children could participate in it. In other cases, the children were, in fact, co-authors and active participants of the programme. Naturally, it was necessary to prepare the whole conference in advance and to get to know one another so as to prevent loss of time. The preparatory work is very demanding, especially for the teacher, but its results are very positive and the degree of activity of all participants increases considerably.

1 child, 1 parents, 1 teacher, 0 cooperation, 1 programme, 0 creation; 142909

116. RŮŽIČKA, J.: Adaptace dětí s rodiči./Adjustment of children with parents./

Predškolská výchova, 38, 1983/1984, No. 6, pp. 10-15.

The separation from parents after coming to the crèche represents such a load for most children that it can be compared with the load of an adult in critical situations. This situation causes a sharp increase of the blood pressure, abnormal heart activity, sharp changes in the physiology, stress and other physiological reactions of a stress nature. This mental load can be prevented only if one of the parents or a person known intimately by the child stays with the child in the new environment for a certain period, usually for several weeks. As the child gets gradually used to the new conditions, the adult detaches himself from this environment and, finally, the child gets used to the new people to such an extent that the presence of the parents is not necessary any more. The author studied the adjustment of 3,500 children over a period of five years. He compared the reactions of children adjusting themselves to the crèche environment with their parents and without them. He also studied the consequences the children's adjustment had for the parents and for the crèche nurses. Adjustment in the presence of the parents facilitated the nurses' work and decreased their emotional load; it increased the possibility of cooperation with the parents, especially in the sphere of education; it increased the prestige of crèche nurses; it helped to develop a relation of mutual trust between the parents and the nurses; the nurses got both intentional and unintentional information about the educational principles adhered to by the parents, they could get acquainted with the nature of their educational style. It also turned out that not all children were able to adjust themselves to the crèche environment. The ability to adjust oneself does not depend on the "emotional resistance" only, it also depends on the physiological and immunological resistance. Children that cannot bear the separation must remain with their parents until they are more mature, until they are able to cope with the demands successfully. The parents of these children are recommended to postpone crèche attendance by 4 - 6 months.

1 crèche, 1 parents, 1 child, 1 adjustment, 0 research;
142751

117. TRACEWSKI, B.: Przedszkole za grosik. /Nursery schools for a grosz./

Przyjaciel dziecka, 1984, No. 2, pp. 10-11.
    1 photograph.

This is a discussion about the organization and activities of preschool groups of the TPD /Children's Friends' Society/ in Poland. These groups cooperate with the nursery school, enabling participation in preschool education to parents of children not attending these preschool facilities /for various reasons, mainly due to lack of capacity/. These possibilities include the use of children's playgrounds belonging to nursery schools by other children not attending these facilities at the time when they are not used by nursery school children, organized participation of children not attending nursery school in extraordinary events and celebrations /Christmas, Children's Day, trips and the like/, the organization of lectures for parents and the like.

1 preschool education, 1 parents, 1 social organization, 0 help, 0 Poland; 142751

4 EDUCATORS OF PRESCHOOL CHILDREN

4.1 Parents, family

118. BAZZI, D.: Soziale Beziehungen zwischen Gleichnamigen bei den Inuit. /Social relations between Innuits of the same name./

Der Schweizerische Kindergarten, 74, 1984, No. 2, pp.18-23.

The Innuits live on the northern coast of Greenland and as far as the eastern end of Siberia. They have the same language and the same culture, in spite of considerable distances between the individual groups. The families go hunting the reindeer jointly and divide the quarry but then each family keeps house separately. Love for young children is typical for the Eskimoes. All needs of the sucklings and young children are met. The mother carries the child all the time, feeding him whenever he starts crying. The Eskimoes maintain that a young child does not understand things and this is why they meet all the children's wishes. Children are expected to grow sensible as they grow older. This often causes rivaly between siblings: a young child is permitted everything while an older one is expected to be sensible. Children are very good observers; they learn through play and imitation. Derision is considered to be the best means of education. A child from whom sensible behaviour is expected must not behave like a small child, otherwise the others would laugh at him. A special way of intergrating children into the culture of their nation is giving them names of their relatives or predecessors. This develops a mutual relation that is similar to identification.

1 family + education, 1 methods of education, 0 Greenland; 142709

119. BĚLINOVÁ, L.: *Utváření rodinné atmosféry.* /Creating a family atmosphere./

Rodina a škola, **31**, 1984, No. 6, p.11.

The family is the most natural, basic environment for the child's life in the whole preschool period. The family atmosphere should be harmonious as this is where the prerequisites are created for man's all-round development. The decisive factors are human relations governing in the family. A stimulative, sensitive atmosphere is created by aesthetic activities of all kinds. They should be introduced in a suitable way, enabling the children as well as adults to participate with interest and pleasure.

1 family + education, 1 microclimate, 1 aesthetic education; 142705

120. BOSHNAKOVA, M.: Detskata gradina i semeystvoto za izgrazhdane na kulturno povedenie. /Nursery school and the family in developing cultural habits./

Preduchilishtno văzpitanie, 32, 1984, No. 2, pp. 35-36.
1 table.

The author describes the effort of a nursery school to involve the parents in the development of cultural habits in children. She describes the results after two years of joint efforts. There was considerable improvement in the sphere of hygiene, table manners, behaviour, aesthetics and interpersonal relations; the children learnt to keep their things in order and to take care of them.

1 nursery school, 1 parents, 0 cooperation, 1 social behaviour; 142751

121. BRAEKEL, G. van: Le placement familial: Enfants provisoires pour parents intérimaires ? ou pseudo-adoption ? /Placement in the family: Temporary children for temporary parents ? Pseudoadoption ?/

L'enfant, 1983, No. 6, pp. 19-22.
1 ref.

The author analyzes problems of the temporary placement of an abandoned child in a temporary family from the viewpoint of child psychiatry. The phase preceding the adoption is characterized with a view to the child's position as well as to the position of the temporary parents. Answers are outlined to questions when to place to child, where to place him and whether to do this in an organized or unorganized way. In conclusion, attention is drawn to the importance and complexity of adoption both on the part of the parents and on the part of the child.

1 abandoned child, 1 adoption, 1 adjustment; 142903, 142703

122. **FRANSER, G.:** Eine Stube für Mutter und Kind. /A room for mothers and children./

Spielen und lernen, 1984, No. 1, pp. 13-14, 16.
6 photographs.

This is a reportage describing a visit to a special club room for mothers and children where mothers can spend their leisure with their children and play, do needle-work, make contact with other mothers, exchange experience in house-keeping and the upbringing of children. This club is visited mainly by mothers from the families of other nationalities, whom this facility helps to master the German language and accelerates the process of their integration. The club has been founded on the initiative of the Institute of Social Welfare and Social Education as a team project backed by the city and country authorities. It has reached very good results in civic and parent education in the five years of its existence.

1 family + education, 1 mother, 0 club room, 1 exchange of experience, 0 West Germany; 142707

123. FRYDMAN, M. - WATTIER, P.: L'adoption transculturelle. Aspects psychosociaux. /Transcultural adoption. Psychosocial aspects./

L'enfant, 1983, No. 6, pp. 30-37.
2 photographs, 23 refs.

The authors present the results of their two studies conducted with 38 children and adolescents in the period between 1981 - 1983. They arrived at two main conclusions: a/Long-term observations of adopted children show that they develop in the surrogate families equally well as in their original families, and sometimes even better. b/ If the adoption takes place as soon as possible, the children have practically equal chances of development as in normal families, irrespective of the fact whether the child is of the same nationality or of another culture.

1 child, 1 adoption, 0 result, 0 research; 142703

124. GEUBELLE, F.: Les enfants et les familles socio-culturellement défavorisés. /Socially and culturally backward children and families./

L'enfant, 1983, Nos. 4/5, pp. 16-32.
3 photographs.

The article deals with the problems of immigrant children, mainly those of Turhish origin coming to Belgium. What the author asks is in what way a general practicioner can help to overcome negative phenomena caused by the lower material and cultural level of the immigrants in comparison with the level of the original Belgian inhabitants. The social and cultural conditions influence both the development of the fetus in pregnancy and the development of the neonate and suckling. It would be desirable to implement a project of comprehensive care provided jointly by a paediatrician, a social worker, a psychologist and a general practitioner aimed at helping the child and his parents.

1 child, 1 immigrant, 1 care + children, 1 doctor,
0 help, 0 Belgium; 140913, 142955

125. GOUTARD, M.: Au Quebec. /In Quebec./
L'éducation enfantine, 1984/1985, No. 2, pp. 24-25.

The author deals with the cooperation between nursery school and the family. The problem of this cooperation is topical all over the world; it is especially pressing with respect to families living at a lower cultural level. A handbook published to help nursery school teachers in Quebec gives concrete instructions for the teacher's work with parents and helps to increase the teacher's qualification as "educator of parents". This three-volume handbook is called "Guide pédagogique préscolaire. Le participation des parents au préscolaire. Gouvernement au Quebec. Ministère de l´Education - september 1982".

1 nursery school, 1 parents, 0 cooperation, 0 Canada; 142751

126. GRIMM, G.: Nicht nur für die Kinder ein grosser Gewinn. /Big winninge not only for the children./

Spielen und lernen, 1984, No. 9, pp. 12-14, 16. 4 photographs.

The article describes the experience gained with a playgroup of preschool children set up by housekeeping mothers in a village. Civic initiative secured the necessary rooms, equipment and the activities of this playgroup that helped to create good relations not only between the children but, in fact, in the whole village as it gradually involved the fathers, grandparents and the inhabitants of the whole community. Joint care of the children helped to solve some problems of young mothers and, with suitable organization, enabled them a few free hours a week regularly. The activities of the playgroup proved successful to such an extent that the families planned even a joint holiday. The playgroup helped to improve interhuman relations that have remained good even now when the children have grown up and started going to school.

1 preschool education, 1 village, 1 parents, 1 playgroup, 0 activity; 142705

127. HEINICKE, Ch. - CARLIN, E. - GIVEN, K.: Parent and mother infant groups. Building a support system.

Young Children, 39, 1984, No. 3, pp. 21-27.
3 photographs, 8 refs.

This is information about the results of a study of parent groups in which the relation to children was formed and strengthened intentionally. A group of young couples expecting children and another group of mothers with children below the age of four weeks were observed. The experimenters succeeded in increasing the quality of educational care and interest in the child in both groups. Help to single or divorced mothers was especially valuable. The possibility of influencing groups of parents should be made better use of with the aim of increasing the quality of family education under the influence of professional guidance.

1 parents, 0 group, 1 educational care, 0 guidance;
142709

128. KAIPER, M.: Przedszkole bližej domu. /Preschool nearer to home./

Wychowanie w przedszkolu, 37, 1984, No. 2, pp. 113-116.
1 photograph, 4 refs.

The author contemplates the influence of family education on the child's coming to preschool child care facilities, especially the mother-child relation.

This depends on the mother's interest in and care for the child in the first year of life and the specific features of the child's needs in the second and third year of life. The second part of the article discusses possibilities of facilitating the children's adjustment to the new environment of the nursery school, of making its atmosphere nearer to the home climate /adjustment of the furnishing, personal toys, so called adjustment days and the like/.

1 preschool education, 1 age 1 - 3, 1 child, 1 mother, 0 relation, 1 family + education; 142705

129. KIELAR, M.: Inicjująca i integrujuca rola przedszkola w procesie wychowania dziecka. /The initiating and integrating role of the nursery school in the process of the child's education./

Wychowanie w przedszkolu, 37, 1984, Nos. 11/12, pp. 635-643.
11 refs.

The irreplaceable role of the parents /and the specific features of the father's and the mother's roles/ is characterized. Their role does not end when the child starts going to school. The importance of a suitable division of labour and cooperation between the two educational environments increases. The core of the article is a public enquiry conducted with the aim of finding out parental views of the nursery school /and the tasks it is to fulfil/ and of the basic information and integration tasks /initiating tasks with respect to the child, supplementary tasks with respect to the parents/.

1 nursery school, 1 family, 0 cooperation, 0 research; 142751

130. KOTYRLO, V. - IODYVIR, S.: Detskiy sad i semya. /Nursery school and the family./

Doshkolnoy vospitaniye, 1984, No.1, pp. 40-47.

The education of a child requires joint effort on the part of the nursery school staff and the parents. For this purpose, it is necessary to get to know each family well, to find out the parents' relation to the preschool facility. The aim of the nursery school is also to help the parents form a correct opinion of the nursery school's role and the teacher's personality. The authors describe the experience from several nursery schools where experiments were conducted under their guidance. They state how the experimental nursery schools made observations of the families to find out the following data: 1/ Composition of the family, jobs of the parents and level of school education reached by the parents. 2/ Overall atmosphere in the family. 3/ Role of the parents' education, the parents' position in the child's education. 4/ What the parents concentrate on /health, intellectual development, moral education/. 5/ How the parents understand the importance of preschool age for the shaping of the child's personality. 6/ The level of the parents' knowledge of psychology and theory of education and practical skills, an effort to increase their knowledge or complete lack of interest. 7/ System of bringing the child up. 8/ Organization of joint activities in the family. To acquire the necessary data, the teacher makes use of her observations of the mutual contacts and relations between parents and children in the course of their coming to nursery school and leaving; discussions that the teacher must prepare in advance, especially their aim and way of talking; visits to families that make it possible to get to know the overall atmosphere in the family, the child's position in the family and the like. Another possibility is represented by questionnaires for the parents that supplement information about the family gained in the course of observations and discussions. The authors state 23 questions that proved useful in the experimental nursery schools. The processing of the data gained in the questionnaires is important. A generalization of the data may serve as the starting point for personalized approach to the individual categories of parents. The authors present an example of generalized data that helped them to classify parents into three types differing in the family microclimate and in the relation of the parents to the child's upbringing.

1 nursery school, 1 family, 0 cooperation, 0 research;
142751

131. LEISER, A.: Vier verschiedene Familientypen bei primitiven Völkerschaften. /Four different family types in primitive tribes./

Der Schweizerische Kindergarten, 74, 1984, No. 2, pp. 2-13.
6 photographs.

There are monogamous families in Sumatra. The household comprises also other relatives, their wives and children. All of them work, including young children and old people. They earn their living by work in agriculture and fishing. Relative emotional coolness is typical for all interpersonal relations, mothers hardly keep contact with their own children. Families of the Apapes tribe in New Guinea are also monogamous. There may also be secondary wives and children after a deceased brother. The parents take care of the sustenance and upbringing of their children. There are tender relations between all relatives. The Mundugur tribe live in polygamy. They consider children as a necessary evil and treat them badly. There is enmity towards everyone, especially towards close relatives. As for the Tashambul tribe, there is a sharp contrast between the men's world and that of the women. The women work, the men live separately and spend their time mostly with cultural games. Everything belongs to the women, the husbands may visit their wives only secretly at night.

1 family, 0 typology, 1 Africa, 1 Asia; 142705

132. LIEBMAN, T. H.: We bring generations together !

Young Children, 39, 1984, No. 6, pp. 70-75.
2 photographs, 1 ref.

This is information about an experiment in which the staff of a day care centre in New York appealed to older citizens living in an old age home nearby, asked them for cooperation and involved them gradually in their educational programme. Two men and six women accepted the roles of grandparents that visited the children and celebrated various holidays and events with them. There were some difficulties, too - one of the favourite grandfathers died in the course of the experiment and it was necessary to make the children familiar with this fact.However, the overall educational effect was very positive in children and also the mood of the old people improved substantially in their contact with children.

1 preschool education, 1 nursery school, 1 senior citizen, 0 cooperation, 0 USA, 0 example; 142905, 142751

133. LITVINENE, Yu.: Rebenok v nepolnoy semye. /The child in an incomplete family./

Doshkolnoye vospitaniye, 1984, No. 7, pp. 24-27.

To find out conditions for the upbringing of children in incomplete families, a study was made of the quality of child-adult contacts from the viewpoint of content and the emotional atmosphere in the family.

A comparison of 150 nursery school children from complete families and 250 children from incomplete families showed that children from incomplete families had less opportunities for contact with adults; a nice emotional atmosphere prevailed in complete families. Although there is a loving mother-child relation in an uncomplete family, the mother's emotional state /feeling of loneliness, material worries/ leaves traces on the child. To help the uncomplete families, theoretically based recommendations have been prepared for the needs of nursery school teachers. They are recommended to win the confidence of the parents, to advise them tactfully and to create situations in which the parents turn to the teachers for advice; to try to involve both parents in the upbringing of the children; to cooperate with other family members, if possible. The teachers have been following these recommendations for two years and some positive results have been reached.

1 child, 1 incomplete family, 1 nursery school, 0 cooperation; 142703, 142751

134. LOPARDO, R.: Die meisten Antworten waren positiv. /Most of the answere were positive./

Der Schweizerische Kindergarten, 74, 1984, No.12, pp. 11-12.

When the nursery school children dealt with the topic of the third world, the headmistress was interested in the parents' views. She gave the parents a questionnaire with the following questions: Does the child talk about this topic at home ? Do the child's drawings reflect this topic ? Has the child dramatized songs or situations he has heard about ? The answers varied. However, most of the answers were positive. The parents mostly welcomed the fact that the nursery school tried to prevent prejudice. Others were critical with respect to the complexity of the topic. It was obvious from the answers that the topic drew the parents' interest, that they would talk about it with their children and answer their questions.

1 nursery school, 1 political education, 1 instruction + content, 0 developing countries, 1 parents, 0 attitude, 0 Switzerland; 142957

135. Malá abeceda rodiny. /A small family ABC./ L. Pachl...
Prague, Panorama 1983. 414 pp.
Reviewed in: Predškolská výchova, 38, 1983/1984, No. 9, p. 30.

The publication brings basic information from the sphere of social policy, law, sociology, health care and education. The sphere of preschool education is represented by entries such as preschool child, crèche, nursery school, and also indirectly where the problems of family are connected with the upbringing of the youngest generation. It provides a quick survey and condensed, brief information.

The publication is designed primarily for young couples and those wanting to settle down and have a family. An index and a list of recommended literature is attached.

1 preschool education, 1 crèche, 1 nursery school, 0 information, 0 encyclopaedia; 142923

136. Mit dem Tandem in der Toscana. /With a tandem in Tuscany./
Spielen und lernen, 1984, No. 5, pp. 6- 8, 10.
10 photographs.

This is information about a young couple who spent their holiday with their 17-month-old son travelling on a tandem. Their experience shows that even this rather demanding kind of holiday can be planned with a young child if the child's needs are respected. In the course of this ten-day holiday, demanding days were followed by rest days, the average daily distance covered amounted to 20 kilometres, longer transfers were combined with travel by train. These young people recommend their experience to other parents, too.

1 child, age 1.5, 1 parents, 1 educational methods, 1 travelling, 0 experience; 142709

137. Od tří do šesti. Hovoříme o vstupu dítěte do mateřské školy. /From three to six. Talks about the child's coming to the nursery school./

Rodina a škola, 31, 1984, No. 9, p. 3.

This is a discussion with a worker of the Ministry of Education of the Czech Socialist Republic about an important event in the child's life. Besides the new daily routine, the child has to cope with new, higher demands. The child is at an age when he needs an emotionally rich and sensitive atmosphere, when he minds some things a lot, such as hurry /when coming to nursery school and leaving/. The child should not spend the whole day in the nursery school, since its opening till its closing. The parents should show interest in what the child does in the nursery school, they should cooperate with the teacher, notice minor improvements the child has reached and praise him. In conclusion, the author gives some practical advice on apologizing the child's absence, clothing and the like.

1 nursery school, 1 parents, 0 cooperation; 142751

138. SCHMITZ-REINERS, M.: Anna hat einen neuen Vater. /Ann has a new father./

Spielen und lernen, 1984, No. 5, pp. 12, 14, 16.
2 photographs.

This is a contemplation of problems of upbringing the children of single or divorced mothers nad of ways how to prevent possible complications for the child after the choice of a new life partner. The mother's attitude to the child is mostly excessively emotional and dependent; the partner's attitude is critical and this may be a source of conflicts. It is not correct if the mother wants to keep deciding about the child by herself, if she alone decides the way of bringing the child up, punishment and the like. On the contrary, it is correct when the new partner gets involved in the child's upbringing ever since the very beginning like the real father, with full responsibility and consistence.

1 family + education, 1 mother, 1 partner, 0 new, 1 child, 0 relation; 142705

139. SCHÜRMANN-MOCK, I.: Als Oma und Opa Kinder waren. /When Grannie and Granddad were children./

Spielen und lernen, 1984, No.11, pp. 16-20.
6 photographs.

The author considers the possibility of using the family history for making the children acquainted with the past, stating how personal memories of the parents and grandparents can bring the past nearer to the children and make some present-day things clear for them /household funishing, shopping, work, clothing and the like/. However, this is primarily of moral and emotional importance - the children can identify themselves with their parents and grandparents, they can understand their habits, compare the past possibilities and behaviour of people with the present. The main advantage is the authenticity that can never be reached to such a degree and with such plausibility in literature. Family chronicles and photographs also show life conflicts and problems that children's literature mostly lacks /accidents, tragedies and sudden ups and downs/. This makes them all the more lively.

1 preschool age, 1 moral education, 1 emotional education, 1 educational methods, 1 narration, 1 parents, 0 biography; 142909

140. SKEEN, P. - ROBINSON, B. - FLAKE-HOBSON, C.: Blended families. /Overcoming the Cinderella myth./
Young Children, 39, 1984, No. 2, pp. 64-74.
1 photograph, 37 refs.

The authors inform about studies concerned with newly founded families where children are together with their step-parents. They point out the prejudice towards step-mothers that must be overcome objectively at the present time with respect to the fact that the percentage of such families is high /comprising 6.5 million children/. They analyze conditions in which the new family can be united without any serious problems. The school and the education of the parents must play a significant role here. A long list of specialist literature given in conclusion is supplemented with a list of other materials, children's books, papers and films dealing with these problems as well as bodies willing to provide counselling.

1 family + education, 1 incomplete family, 1 mother, 0 new, 1 child, 0 relation, 0 research; 142703, 142705

141. TREMOUROUX, M.: Adoption et accueil familial: point de vue sociologique. /Adoption and fosterage from the sociological point of view./

L'enfant, 1983, No. 6, pp. 6-13.
2 photographs.

The author of the article demands that adoption should be done comprehensively, within the framework of the society's overall attitude to the solution of children's and young people's problems. The adoption should respect both the child's point of view as well as those of the adoptive parents and the child's own parents. The author analyses the individual phases of the legal procedure in which the adoption takes place and points out the necessity of changing it in order to offer the children, their parents and childless couples maximum opportunities of finding the best - or the least bad - solution that the society can offer them

1 child, 1 adoption, 1 sociology, 0 attitude, 1 legal standard; 141303, 142701

4.1.1 Parenthood education, education of parents

142. **BENEŠOVÁ, E.:** Za dobré vztahy školy a rodiny. /For good school-family relations./

Predškolská výchova, 38, 1983/1984, No. 7, pp. 3-6. 1 photograph.

Besides the usual forms of cooperation with the parents /meetings of the P.T.A., parents' meetings, children's programmes, preparation of presents for the parents, individual talks, educational lectures/, forms that have proved successful include celebrations of the children's birthdays, writing of letters to children that are absent for longer periods. To enable the children to get to know the adults' work, the headmistress invited some parents to tell the children about their work. Thus the children heard about the work of a fireman, a railway worker, a nurse. Other parents enabled the children a visit to their workplace. A good-bye party for the future school children is prepared together with the parents. The teacher gets to know the family background of the individual children during their stay in the fresh-air school.

1 family, 1 nursery school, 0 cooperation; 142751

143. CZERMAK, H.: Die erste Kindheit. /The first childhood./

Vienna, Molden Schulbuch-Verlag 1982.
Reviewed by: Hug, B.
Der Schweizerische Kindergarten, 74, 1984, No.10, pp. 35-36.

This practical handbook designed for the parents informs about the child's upbringing in the first and second year of life. The author points out the necessity to satisfy not only the physical needs of the child, but also his mental needs. He stresses the importance of the earliest childhood for the development of the child's personality. Mistakes that the parents make are caused mostly by ignorance and this is why the author recommends to set up schools for parents, to educate the public on a wide scale.

1 childhood, 1 age 1 - 2, 1 family + education, 1 parenthood education; 142705

144. Doshkolnik v semye. /A preschool child in the family./

Minsk, Narodnaya osveta 1984.
Reviewed in: Gordin, A.: U istokov lichnosti.
Doshkolnoye vospitaniye, 1984, No. 10, pp. 81-82.

This volume that appears in the edition "Family education" brings articles by 24 authors, mostly experienced teachers and specialists from various preschool child care facilities in the Byelorussian Soviet Socialist Republic. The experience from family education is summed up and generalised. The individual chapters discuss problems of the child's mental development, encouragement and punishment, the training of discipline and obedience, independence, problems of physical education and hardening, aesthetic and work education.

1 family + education, 1 preschool education, 1 mind, 0 development, 1 educational methods, 1 physical education, 1 aesthetic education; 142719

145. DUBCOVÁ, V.: Pojedete s námi na výlet ? /Will you go on a trip with us ?/

Predškolská výchova, 38, 1983/1984, No. 8, p. 21.
1 photograph.

A nursery school in Hradec Králové II organizes regular trips with the parents. Their aim is to prepare pleasant days for children and parents, to teach the parents to appreciate the moments spent with their children, to learn to play with their children. The trips are organized on weekends and the destination is a factory-owned challet in the mountains. The nursery school as well as the parents participate in the preparations.
The aim of a military proficiency game organized on the first day is to find a treasure. When seeking the treasure, the parents and their children must fulfil jointly some tasks. There is a fire in

the evening, sometimes connected with a carnival. When the children go to bed, the parents meet in the common room. Some competitions for the children and for the parents are on the programme of the following morning.

1 nursery school, 1 family, Ø cooperation, Ø trip; 142751

146. FRISCHKNECHT, R.: Eine Reise um die Welt. /A journey round the world./

Der Schweizerische Kindergarten, 74, 1984, No. 1, pp. 12-16.
1 fig., 4 photographs.

The article describes the experience from a nursery school attended by children of various nationalities. The nursery school prepared a friendly meeting called "A journey round the world" to enable the teachers and the parents to get to know one another better. The parents were asked to come in their typical national costumes. They were also asked to bring some typical national dish that would be served to everyone. Various social games were organized for the children and also for the parents. Thus everyone had a good time, mutual contacts were started, the cooperation with the nursery school strengthened.

1 nursery school, 1 parents, 1 immigrant, Ø cooperation, Ø Switzerland; 142751

147. IVANOVOVÁ, L.: Rozvoj výchovy k rodičovství v jeslích. /The development of parenthood education in the crèche./

Zdravotnická pracovnice, 34, 1984, No. 8, pp. 472-475. 1 photograph.

The importance of the family as the most important factor in education has been stressed by the Czechoslovak government by a number of measures aimed to strengthen the family. One of these measures is the gradually built system of education for parenthood. This education is provided in the crèche in work with the children and in the system of enlightening the parents. Besides children's nurses, paediatricians, educationalists and psychologists also participate in the education for parenthood, contributing with professional advice as well as with active help. The developing and strengthening of the children's emotional links is the main method of parenthood education in the work with children. The children are taught to help one another, to behave properly, boys are taught to be considerate to girls. These tasks are accomplished primarily in the form of play. When the children play at a family, the teacher has an opportunity of correcting their ideas of family life and making them more precise.

1 crèche, 1 parenthood education, 1 educational methods; 142907

148. NUSPLIGER-BRAND, K.: Überlegungen zur Durchführung eines Elternabends zu Beginn des Kindergartenjahres. /Contemplations over the preparation of a parents' meeting at the beginning of the nursery school year./

Der Schweizerische Kindergarten, 74, 1984, No. 3, pp. 16-17.

The aim of the first parents'meeting is to inform the parents about life in the nursery school, to show them what the everyday routine is, to explain the aims of nursery school to them. This information should not be theoretical, it should refer to the concrete nursery school. The meeting should enable the teachers to gain information from the parents, e.g. what changes they observe in their child's behaviour since he started attending the nursery school, what the child talks most about at home, what could be improved in the nursery school and the like. It is recommended to make use of modern technology: tape recordings of the children's talks, film strips and the like. An example of the preparation for a parents'meeting is attached.

1 nursery school, 1 parents, 0 cooperation, 0 Soviet Union; 142751

149. OSTROVSKAYA, L. F.: Pedagogicheskiye znaniya - roditelyam. /Theory of education for the parents./

Moscow, Prosveshcheniye 1983, 171 p.
Reviewed in: Arnautova, Ye.: Pedagogicheskaya kultura
roditeley.
Borshchanskaya, B.:
Doshkolnoye vospitaniye, 1984, No. 8,
pp. 70-72.

The publication is designed for nursery school teachers for their work with the parents, especially for the organization of lectures and seminars. The first part of the book discusses the topic "The child and the adult in the family". The second part, which is called "Educating a human being", contains materials about an all-round education of children, such as: The child is playing, An ABC of correct behaviour, Man is beautiful through his work, On aesthetic perceptiveness, The future school child. The introduction to each part of the publication concentrates the seminar leader's and the lecturer's attention on the most important parts of the topic and gives instructions concerning the theoretical explanation of the problems. The author leads a dialogue with the reader in the individual chapters, giving him tasks in the form of short stories about the upbringing of children in the family and in the nursery school, including examples from the literature. These can be used as the starting point for discussion; correct answers that the readers or listeners should arrive at are also given here.

1 nursery school, 1 educator, 1 parents, 0 education, 0 Soviet Union, 0 publication; 142751

150. OSTROVSKAYA, L. - ARNAUTOVA, Ye.: Pedagog v semye vospitannika. /The teacher in children's families./ Doshkolnoye vospitaniye, 1984, No. 8, pp. 25-30.

The Moscow city preschool methodology centre has worked out recommendations based on generalized experience of Moscow nursery school teachers and aimed to help in individual work with the parents, especially in the form of visits to families. The nursery school teacher is recommended to visit the respective family before the child starts going to nursery school. This visit enables the teacher to get acquainted with the child and to explain to the parents how to prepare their child for the nursery school. The teacher's visit to the family made shortly after the child starts going to nursery school serves another purpose. The teacher informs the parents about how the child is getting used to the new environment and hears the parents' opinion of the nursery school and the like. The teacher tries to help the parents arrive at the correct opinion possibly by themselves. Visits to families also enable the teachers to get to know good examples of family education that may be pointed out to other parents. The teacher evaluates each visit to the family, making a note of the aim of the visit, positive and negative aspects of the child's upbringing in the respective family, what she recommends the parents, how her previous recommendations are used, how to help the family. The teachers are recommended to visit the families regularly in the course of the children's nursery school attendance and to follow the children's physical, intellectual, and moral education as well as their education for patriotism and work. Detailed recommendations are made for suitable utilization of these visits.

1 preschool education, 1 family, 1 educator, 0 cooperation; 142751

151. PAVLOVA, E.: Formi na săvmestna rabota s roditelite. /Forms of joint work with the parents./

Preduchilishtno văzpitanie, 32, 1 84, No. 10, pp. 28-30.
1 photograph.

The article discusses an attempt made to improve the relations between nursery school and the family. The author describes several types of families and stresses that the teachers must take the specific features of each of these family types into account. Forms of cooperation with families described in the article are very interesting /a parents' university, class meetings with various programmes, individual discussions.../.

1 nursery school, 1 family, 0 cooperation; 142751

152. RIEGER, Z.: Výchova k manželství a rodičovství již v mateřských školách? /Education for matrimony and parenthood since nursery school ?/

Předškolská výchova, 39, 1984/1985, No. 1, pp.11-12.

Immaturity for marriage and parenthood is one of the main causes of the failures of today's marriages. It is, in fact, inconsistency between the stage of development of the organism and its mental functions and the social role the individual is to play in the respective period. This is why it is necessary to begin the education for matrimony and parenthood since early childhood. At this age, the child forms and strengthens his attitudes to parents and his views of them, he is able to discern the level of their mutual relations. The child does not realize fully this spontaneous experiencing of interhuman relations through the parents. It is the task of the nursery school to lead the child gradually and spontaneously to the full, conscious experiencing of relations, not only between the parents but interhuman relations in general. There are sufficient means for this, primarily play, observation of the surrounding phenomena, drawing. When the children play, it is necessary to see to it that they play roles corresponding to their sex. The nursery school can also influence the parents within the framework of their educational enlightenment.

1 nursery school, 1 parenthood education, 1 educational methods; 142907

153. SCHÜTTLER-JANIKULLA, K.: *Wenn mein Kind zum Kummerkind wird.* /When my child turns into a problem child./ Spielen und lernen, 1984, No. 2, pp. 46-47.
1 photograph.

A well-known psychologist explains to the parents how to judge the worries they may have with their children at certain periods in their development and also enumerates facilities that they may turn to for help. He explains the conditions in which educational and psychological counselling centres and therapeutic facilities operate free of charge, pointing out at the same time that the child's difficulties are caused, to a considerable extent, by external conditions of education and that it is mostly necessary to examine the parents as well and to work therapeutically with them.

1 child, 1 difficult to educate, 1 family + education, 1 educational and psychological counselling centre; 142705

154. ŠTRÁCHALOVÁ, B.: Zkušenosti ze spolupráce školy s rodinou. /Experience with cooperation between the school and the family./

Predškolská výchova, 38, 1983/1984, No. 9, pp. 19-20.
2 figs.

Nursery school makes use of two spheres of influence: the first one is the education of children for parenthood and the other one is the influencing of the parents. Children's play that reflects the children's first experience from their environment is important for the education for parenthood. The teacher's influencing of the parents is of high importance. The parents are mostly very young people, who are usually not prepared sufficiently for the parenthood.

A wallmount with a cycle called "Mum, Dad, you've got me here" has been found successful. It brings recommendations to the parents on what cultural programmes to visit with their child, what programme to watch on TV, where to go for a trip, what interesting things to show to their child, what book to read, what children's books to buy. It is planned to put on the wallmount some poems for the children and about children, children's drawings and things they have made as well as articles discussing the problems of parenthood and interhuman relations. The finding that most of the nursery school children came from divorced families made the nursery school start cooperation with the marriage counselling centre. Its workers help the nursery school influence the parents.

1 nursery school, 1 family, 0 cooperation, 1 parenthood education; 142751

155. VASILEVA, R.: Detskata gradina i semeystvoto za formirane na deteto chrez igrata. /The nursery school and the family in forming the child through play./

Preduchilishtno văzpitanie, 32, 1984, No. 3, p. 49.

The author explains that the nursery school can help the family in shaping the child's personality but it cannot and should not take over the decisive role. She shows on concrete examples that it is possible to agree on a joint approach, e.g. through play: a/ through the selection of toys in keeping with the child's age and stage of play development; b/ through the selection of such forms of mutual cooperation that would enhance the children's positive relation to toys and their correct mutual relations in the course of play; c/ through the use of play situations for education for friendship, responsibility, justice and the like.

1 nursery school, 1 family, 1 educational methods,
1 toy, 1 play; 142951

156. Za yedinstvo printsipov vospitaniya detey v doshkolnom uchrezhdenii i v semye. /For a unity of principles governing children's education in the preschool child care facility and in the family./ Edited by R. A. Kurbatova.

Moscow, Prosveshcheniye 1982, 176 pp.
Reviewed by: Beňová, T.
Predškolská výchova, 38, 1983/1984,
No. 6, p. 31.

The publication analyzes the aims and tasks of preschool facilities and the family in the education of children. The first chapter deals with the requirements concerning the education of children and with what the parents should know about education, with the system of increasing the parents' educational culture, with psychological problems of mutual connection between social and family education of children. The second chapter discusses forms of enlightening the parents on matters of education and conditions for enhancing the results. The third chapter describes the experience of preschool facilities with their cooperation with families and the educational experience of parents. Recommendations are made for enhancing the level of physical, moral and work education of preschool children in families, on the basis of an analysis of the practice and the results of scientific studies.

1 nursery school, 1 family, 0 cooperation, 0 publication; 142751

4.2 Personality of educator

157. BONKOV, K.: Atestiraneto - sredstvo za uzǎvǎrshenstvuvane na pedagogicheskoto mayesterstvo. /Assessment as a means of improving the mastery of education./ Preduchilishtno vǎzpitanie, 32, 1984, No. 10, pp. 2-5.

The article deals with the new system of periodical assessment of all activities of educational staff, discussing its three basic criteria and fifteen indices and the four marks used. The author also brings detailed descriptions of the assessment: excellent / = contributory/, very good, satisfactory, unsatisfactory.

1 nursery school, 1 educator, 1 assessment, 0 criterion, 0 Bulgaria; 142905

158. GILABERT, H.: L'institutrice et le tout jeune enfant. /The teacher and a very young child./

L'école maternelle française, 1983/1984, No. 4, pp. 3-7.
3 refs.

The article contains an interview of the author with F. Dolt, an outstanding specialist in the sphere of child psychoanalysis, the author of books on problems of childhood and play. The discussion concentrates on child care in the nursery school, especially on the care for two-year-olds; topics also discussed here include the mother's and the father's relation to the child, the teacher's relation to the child, the child's spontaneous manifestations, the necessity of a firm order in education, "preliminary" teaching of reading and the like.

1 preschool age, 1 care + child, 1 parents, 1 educator, 1 initial reading, 0 interview; 142995, 142703

159. GÜRTLER, H.: Was sollen die Leute denken ? /What will the people think ?/

Spielen und lernen, 1984, No. 8, pp. 16-17.
1 photograph.

This is a contemplation of the extent to which the parental educational efforts are influenced by the public opinion and fears of what the people will think if their child is dirty when he is coming back from the playground, if he drinks the syrup from stewed fruit out of the dish in a restaurant etc. These situations are more or less normal in everyday life but they are somehow hidden to the eyes of the public. The author is of the opinion that more tolerance for children's needs and interests would be good for the public opinion, besides bringing more ease and harmony into the parent-child relations. However, the parents would have to show more consideration for the others and restrict their children, if necessary.

1 child, 1 behaviour, 1 public opinion, 1 parents,
1 educational care; 141303, 142705

160. IVANOVOVÁ, L.: Práce dětské sestry v jeslích.
/The nurse's work in the crèche./

Zdravotnická pracovnice, 34,1984, No. 5, pp. 262-265.
2 photographs.

Children's nurses working in crèches secure the transition from the frequently spontaneous upbringing in the family to systematic education. Their educational efforts comprise also the generation of young parents, thus coordinating family education in keeping with the principles of socialist preschool education. The quality of children's upbringing depends on the nurse's attitudes and ability, especially on her interest in the child, understanding, tolerance, appreciation, her qualities - such as creativity, ability to imagine oneself in the other person's situation. The nurse-child relations are characterized by certain dependence that is the basis for further emotional relations and also by discipline. The nurse must encourage the child to do some activities and prevent others. Nurses should know principles of how parents treat their children and they should inform the parents regularly about their children's behaviour and about educational methods that they find most successful.

1 crèche, 1 children's nurse, 0 activity; 142905

161. JANKOVA, V.: Partiynoto răkovodstvo i profesionalnata realizatsiya na pedagogicheskite kadri. /Party guidance and the professional level of educational staff./

Preduchilishtno văzpitanie, 32, 1984, No. 11, pp. 19-20.

The main tasks in personnel guidance are: 1/development of a communist attitude to work and to socialist patriotism; 2/ explanation of the importance of educational work; 3/ orientation to a creative attitude to work; 4/ possibly quick adjustment of young specialists to the needs of practice. The author deals with ways of implementing these tasks and states that the situation improves when these tasks are fulfilled successfully.

1 preschool education, 1 worker, 0 training, 1 party branch, 0 administration; 142107

162. JULZARI, S.: Kachestveniyat podkhod vav văzpitatelno-obrazovatelniya protses v detskata gradina.
/A qualitative approach to the process of education in the nursery school./

Preduchilishtno văzpitanie, 32, 1984, No. 11, pp. 3-4.
1 ref.

The author concentrates attention on the importance of quality in the social and economic development of the society and, especially, on the impact of quality on work in the nursery school. He describes factors that influence directly the quality of work, conditions necessary for a unity of educational tasks and discusses the teacher's role in this process.

1 nursery school, 1 educator, 0 task, 1 educational care, 0 quality; 142913

163. Uspekhi - izkovani s mnogo trud i vseotdaynost. /Success reached by hard work and devotion./

Preduchilishtno văzpitanie, 32, 1984, No. 9, pp. 37-41
6 photographs.

Discussions with educational workers from preschool facilities, members of different generations from various regions of Bulgaria with the head of the preschool education department of a teacher training college.

1 preschool education, 1 nursery school, 1 educator, 1 headmaster, 1 inspector, 0 experience; 142905

4.2.1 Education of educators

164. BERKOVÁ, M.: Požadavky na vzdělání pracovnic jeslí dříve a nyní. /Past and present requirements for crèche staff training./

Zdravotnická pracovnice, 34, 1984, No. 1, pp. 10-14.
1 photograph.

The first mention of crèches set up to take care of employed mothers can be found in the Elementary School Act of 1869. A regulation concerning the setting-up and running of crèches, comparatively progressive for its time, was issued in Prague in the year 1909 as the Statute for nursery schools, asylums and crèches. It laid down that sucklings were to be taken care of by nurses. These regulations were replaced by new rules in the year 1931 stating that group I was to be taken care of by nurses qualified to take care of sucklings whereas group II was to be looked after by child-minders with certificates confirming that they had been given "proper training for the health care and education of toddlers". Since 1951, crèche children are to be taken care of by qualified nurses. Crèche workers could get the necessary training in course organized by the crèches since 1952 and child minders could attend special courses organized by nursing schools. Instruction crèches that were built in every district with the aim of improving the crèche staff training developed gradually into methodological centres in the districts. A centre for the continuation in-service training of paramedical staff was set up in the year 1960. At first, it provided in-service training for nurses running methodologically special child care facilities and later also for regional and district crèche nurses. Since 1971, specialization study has been opened for children's nurses specializing for work in educational facilities. The programme of educational work for crèches and nursery schools that was issued in the year 1977 called for additional training aimed at the implementation of the programme. Basic educational documents for specialization study as well as curricula of courses organized to meet the specific needs of the individual regions undergo periodic revisions and adjustments with respect to tasks laid down by the Ministry of Health.

1 crèche, 1 children's nurse, 1 training, 0 requirement; 142905

165. CHEREPOVA, G.: Rukovodstvo rabotoy metodistov.
/Controlling the work of methodologists./

Doshkolnoye vospitaniye, 1984, No. 11, pp. 21-22.

The Leningrad city methodological centre concentrates its control activity on assistance in the preparation of plans by district methodological centres. Every year in March, the district methodologists are informed about the main measures that are planned by the city methodological centre. District methodologists prepare the yearly plans with a view to the specific needs of their districts, they coordinate their plans with those of the department of education and the department of health. Monthly plans that adhere to the structure of yearly plans contain topics, planned measures and the time of their implementation, the seeking of good school experience, methodological work. The methodologists spend most of their working hours by following the educational work in educational facilities and by rendering methodological assistance. By the end of every month, the city methodological centre consults the individual methodologists to find out how their plans of work are being fulfilled. An important task of the city methodological centre is systematic increasing of the political and professional level of the district methodologists.

1 preschool education, 0 administration, 1 methodologist, 0 activity, 0 Soviet Union; 142107

166. **GNIEWKOWSKI, W.:** *Adaptacja zawodowa młodych nauczycielek przedszkola.* /Professional adjustment of young nursery school teachers./

Wychowanie w przedszkolu, 37, 1984, No. 2, pp. 91-96; No. 3, pp. 145-152.
2 refs.

The author sums up the results of his empirical study and of studies conducted by M. Gęsiarkowicz and J. Tuzimko. The first part contains a description of the studies, conditions in which they were conducted and an analysis of the data on persons covered by the studies. The second part presents data on nursery school teachers' work, cooperation and conflicts at work, standard of living. Enquiries covering headmistresses and methodologists are included in a special section. The conclusions group the answers of those participating in the enquiry in keeping with the following viewpoints: motivation for study and for the profession of a nursery school teacher, headmistress-teacher relations, care provided and work administration /minor tasks assigned to them, utilization of means increasing their interest in their place of work/, material conditions and the possibilities of nursery schools to improve some aspects of satisfying the material needs of young teachers, teacher models, ways of cooperation with experienced staff members, continuation in-service training, study of literature and magazines.

1 nursery school, 1 educator, 1 profession, 0 adjustment, 0 research; 142905

167. JELNIKOVA, K.: Aktivizatsiya metodov obucheniya na urokakh prirodovedeniya. /Activating the instruction methods in nature study lessons./

Doshkolnoye vospitaniye, 1984, No. 8, pp. 48-50.

Methods of activating the instruction in nature study that have proved successful include a teaching demonstration in a nursery school where the children show interest in plants and remember their names. Trainee teachers tested the children's knowledge of house plants in a class where the teacher made the children acquainted systematically with these plants and in another class where the teacher did not pay attention to this. The results have shown to the trainee teachers convincingly that if they have a deep knowledge of nature, they can enrich the children's lives, while giving them simultaneously an opportunity of acquiring accurate and lasting knowledge.

1 nursery school, 1 nature study, 1 botany, 1 primary school,1 instruction + method; 142961, 147329

168. JUGOWAR, B.: Psychologia rozwojowa dla rodziców. Wiek przedszkolny. /Developmental psychology for parents. Early childhood./

Warsaw, Nasza Księgarnia 1982.
Reviewed by: Dobrowolska, J.
Wychowanie w przedszkolu, 37, 1984, No. 6, pp. 368-369.

The second volume of the edition devoted to "developmental psychology for parents" deals with problems of preschool children. The volume is divided into two parts with respect to practical needs of the user - the first part deals with normal development whereas the second part is devoted to deviations, defects, individual differences. As the volume is considerably theoretical /with tables, charts, sketches/ in its nature, it will probably be more suitable as a reference book for nursery school teachers and more educated parents than a really popular handbook for the wide public.

1 early childhood, 1 developmental psychology, 0 handbook; 142903, 141107

169. KATZ, L. G.: The professional early childhood teacher.
Young Children, 39, 1984, No. 5, pp. 3-10.
3 photographs, 13 refs.

This paper deals with the basic differences between professional educational care and casual, situational education. Professional educational care can be characterized by the following features: mastering of the techniques of verbal and non-verbal social communication, knowledge of the child and the educational strategy, responsibility. Unprofessional coping with educational situations can be characterized by spontaneity, emotional excitability, moralizing, reproaches, punishment according to sympathy. These features may be observed also in family education where they can be tolerated. However, they should not appear in institutional education.

1 nursery school, 1 educator, 1 profession chart; 142905

170. **KUZNETSOVA, R.:** Uroki detskoy psikhologii v pedklassakh. /Child psychology lessons for trainee teachers./ Doshkolnoye vospitaniye, 1984, No. 5, pp. 68-70.

Developmental psychology as a subject taught to students of teacher training schools for nursery school teachers covers also problems of family life and the child's education in the family. When discussing the tasks of the present-day Soviet psychology, the teacher should draw the students' attention to tasks facing Soviet psychology at the present time. "The main regularities of the child's mental development" is a topic that includes the child's education in the family as a purposeful activity with the aim of forming the child's personality; this is also included in other topics, such as "Personality", "Activity", "Play", "Development of the elements of learning activity", "Moral, intellectual and aesthetic emotions". "Interhuman relations" is a topic that covers also the problems of family life and the child's education in the family. Such an explanation of the subject matter helps the students grasp problems of the ethics and psychology of family life and, in the future, raise nursery school children correctly together with their parents.

1 teacher training school, 1 teacher training, 1 developmental psychology, 0 conception; 143763

171. LIKHOLETOVA, V.: Mezhpredmetnyie svyazi v obuchenii metodike razvitiya rechi. /Relations between subjects in the teaching of speech development methodology./

Doshkolnoye vospitaniye, 1984, No. 3, pp. 59-61.
1 table.

The article describes experience from a teacher training school where tables and charts of relations between the individual subjects were prepared for each subject of a special cycle. For example, a logical and structural chart was prepared for the speech development methodology with the aim of showing relations to other subjects belonging to general education. This chart forms the basis for planning the lessons and their contents. When preparing the lesson, the teacher consults the chart to gain information about topics taught in other subjects and connected with the subject matter planned for the lesson as well as about the respective specialist and methodological literature. Besides, he/she can gain information on the structure of lessons in subjects that are used as a basis for his subject. The logical and structural chart was prepared on three levels, namely: 1/ Subjects the content of which forms the basis for instruction in speech development methodology; 2/ Speech development methodology and the timing of other topics; 3/ Subjects that use the material of speech development methodology for their explanation. Similar charts were prepared for other special subjects.

1 teacher training school, 1 language education, 1 relations between subjects, 0 Soviet Union; 143763

172. MENZHANOVA, A.: Sovershenstvovaniye pedagogicheskoy praktiki. /Improving the teaching practice./

Doshkolnoye vospitaniye, 1984, No. 9, pp. 56-58.

The author discusses experience gained in the Kazakh college of education where 875 students study preschool education. They get their teaching practice in preschool child care facilities, in departments of national education and at teacher training schools. The system of preparing the students for their teaching practice is connected with a theoretical course in the methodology of teaching the theory of education at teacher training schools. Model instructions for organizing the teaching practice of students studying preschool education at colleges of education are used as the basis. Having finished their teaching practice, the trainee teachers attend a conference where both good results and shortcomings are evaluated. The results of the discussion help to improve the level of teaching practice and to suggest ideas of more general validity to higher authorities. The results of the teaching practice depend also on the quality of work in the respective facilities. The department of preschool education takes over patronage over nursery schools, it renders methodological as well as practical assistance to teacher training schools. It organizes scientific and practical conferences on problems of training specialists for teacher training schools and for nursery schools.

1 preschool education, 1 teacher training, 1 teaching practice; 142905

173. OJALA, M. - SEPPO, S.: The career development of preschool teachers in Finland.

Historia Infantiae, 1984, No. 1, pp. 143-154.
1 table.

The first part of the article discusses the development of preschool teacher training, the aims and contents of which are laid down in the curricula of Finnish colleges of education. The second part deals with the results of studies made of the teaching profession. The authors analyze both external and internal conditions of changes in the teaching profession and in teacher training in the period 1892 - 1981. Tables presented in the appendix compare teacher training plans and show the share of teaching practice in teacher training in the period 1946 - 1976.

1 nursery school, 1 educator, 1 teacher training, 0 development, 0 Finland; 142303, 142905

174. **OKUNEV, I. - SMIRNOVA, N. - CHERNYAKHOVSKAYA, A.:** Nauchi ikh igrat. /Teach them how to play./

Moscow, Znaniye 1984.
Reviewed in: Goldfar, B.: Nuzhnaya i poleznaya kniga.
Doshkolnoye vospitaniye, 1984, No. 3,
pp. 68-69.

The publication appeared in the edition "Your profession" that is designed for young people. The authors stress in the introduction that man's personality takes shape since early childhood and this shows the importance of education in the socialist society. The first chapters deal with the history of preschool education in the Soviet Union and in other countries, thus enabling a comparison; they present outstanding representatives of preschool education both in the past and at present. The following chapters inform about the creative and interesting work of outstanding teachers in a literary form.

1 preschool education, 0 history, 1 educator, 0 creativity, 1 play: 142921, 142909

175. **PANOVA, K.:** Formirane i razvitie na pedagogicheski umeniya. /The forming and development of educational skills./

Preduchilishtno văzpitanie, 32, 1984, No. 4, pp. 13-15.
4 refs.

Substantial qualities that teachers must possess include, in the author's opinion: 1/ communicative ability manifesting itself in information activity; 2/ ability to organize that manifests itself directly in the educational work; 3/ gnostic ability to apply theoretical knowledge in one's own activity; 4/ constructive ability manifesting itself in planning and programming of work. On this basis, the author presents the results of a survey covering sixty students of the Sofia teacher training school. The students show very good communicative ability, the level of their theoretical training is also comparatively good but they are not able to apply their knowledge of theory in practice. This is why the author recommends to make the students acquainted with nursery school practice ever since the first term of study. This would enable those that do not possess the necessary prerequisites for the study to leave in time and facilitate the transition to practice for the other students.

1 preschool education, 1 teacher training, 1 educator, 0 quality, 0 research; 142905, 142303

176. PETELINA, T.: Ispolzovaniye tekhnicheskikh sredstv obucheniya. /The use of technical teaching aids./ Doshkolnoye vospitaniye, 1984, No. 6, pp. 58-59.

The experience with the use of tape recordings is discussed. The author uses tape recordings for forming the children's basic mathematical ideas. Each cassette bears a label showing the task of the occupation and the count, which makes it possible to find the required section quickly. The recordings may be used for supplementing the explanation, they may give stimuli for the students' work, for revision or for the preparation of homework. They increase the effectiveness of instruction, making it possible to use the time for the lesson purposefully. For instance, the students hear the teacher's explanation of how to organize mathematical occupations of nursery school children and then they hear the respective recording. Their task is to specify in which class the occupation was recorded and why they think so.

1 nursery school, 1 mathematics, 0 idea, 1 tape recorder; 1 teacher training school, 0 use; 142961, 143763

177. PETROVA, E.: Podgotovkata na pedagogicheski kadri po preduchilishtno văzpitanie v Ungarskata narodna republika. /The training of preschool teachers in the Hungarian People's Republic./

Preduchilishtno văzpitanie, 32, 1984, No. 2, pp. 25-26.

About 80 p.c. of Hungarian children attend preschool child care facilities. Children coming to nursery schools from crèches show better speech development than those coming from families. Three-year maternity leave is taken mostly by mothers with average jobs and low wages, young mothers are not prepared to provide high-quality education to their children while school requirements keep increasing. The college of education in Kecskemét that prepares nursery school teachers started to provide university education to all educational workers in 1984. The author describes the system of early childhood teacher training. She stresses the need for specialization, the necessity of connection with the practice /colleges have child care facilities attached to them/. She appreciates the care that the college of education in Szárvas gives to grammar school students interested in the study of education. She describes talent tests and special entrance examinations as well as the students' social conditions, a decrease in the number of common lectures and strengthening of the study of psychology and special subjects as well as independent work.

1 preschool education, 1 teacher training, 1 Hungary; 142905

178. PETTYGROVE, W. - WHITEBOOK, M. - WEIR, M.: Beyond babysitting. Changing the treatment and image of child caregivers.

Young Children, 39, 1984, No. 5, pp. 14-21.
6 tables, 22 refs.

This is information about the results of a questionnaire survey that was conducted in the years 1975 and 1982 and covered child caregivers in Illinois and California. The aim of the survey was to examine the social status, professional satisfaction, remuneration and legal conditions. A comparison of the results obtained in the two periods shows a deterioration in the salary that has actually dropped in comparison with the others, growing discontent with the working conditions and other negative phenomena that reflect themselves in these child care workers' self-appraisal. It seems necessary to improve this unsatisfactory situation.

1 care + children, 1 educator, 1 salary, 1 work legislature, 0 research, 0 United States; 142905

179. POPOV, V.: Planirovaniye raboty katedry doshkolnoy pedagogiki i psikhologii. /Planning the work of preschool education and psychology department./

Doshkolnoye vospitaniye, 1984, No. 7, pp. 95-96.

The quality of the training of student teachers, purposefulness and team spirit in the work of the department staff depend, to a considerable extent, on the correct planning of tasks. This comprises the following requirements: organization of the process of instruction with respect to college and department conditions; increasing of the staff members' qualifications; study, generalization and application of the best experience; unity of educational requirements of all staff members; choice of forms and methods of organization of the process of instruction in the department; systematic checks of how the planned tasks are fulfilled. The planning of lecturers' work should also include motivation as an important component part.

1 preschool education, 1 teacher training, 1 college of education, 0 department. 0 activity; 142303

180. POPOVA, G.: Rabota predmetnoy komissii psikhologo-pedagogicheskikh distsiplin. /The work of the subject commision on psychology and education./

Doshkolnoye vospitaniye, 1984, No. 4, pp. 43-45.

The work of the commission comprises the following spheres: control of the process of instruction, methodological work, connection with the teaching practice, out-of-class work /leading of education, psychology, puppetry circles etc./, inspection of the activities of commission members. The principal methods used include exchange of experience, guidance provided to beginner teachers, information about specialist literature and its analysis, theoretical conferences dealing with topical problems. An analysis of the results of instruction and students' achievement is made by the end of the school year and the causes of success and failures are examined.

1 preschool education, 1 teacher training, 1 college of education, 1 subject commission, 0 activity; 142905, 142303

181. POURTOIS, J. P.: Faut-il une aide à l'institutrice maternelle ? /Does the nursery school teacher need help ?/

L'école maternelle belge, 1983/1984, No. 3, pp.98-101. 1 table, 9 refs.

The article discusses the problem of the orientation of Belgian nursery school teachers' continuation in-service training. When seeking an answer, the author proceeds from the fact that child's school achievement depends primarily on the socio-cultural and class status of the family since the beginning of school attendance and that preschool child care institutions thus do not play the expected role by not securing an "equality of chances". Nevertheless, it is useful to analyze the nursery school situation with respect to its relation to school and to innovations in school instruction. The continuation in-service training of nursery school teachers should make the teachers acquainted with new experience in the branch and it should also provide specific guidance, mainly for beginner teachers, in the sphere of psychology, education and didactics. At the present time, teachers should be trained especially as constant counsellors of the parents or elder brothers or sisters with respect to personalized upbringing, they should know how to help children with socially unfavourable background and the like. If positive results in teacher training are to be achieved, it is necessary to intensify scientific research and to concentrate it on an analysis of obstacles that hamper the implementation of educational innovations.

1 nursery school, 1 educator, 1 continuation in-service training of teachers, 0 conception, 1 Belgium; 142905, 141909

182. RADKOVA, K.: Struktura na komunikativnata deynost na detskiya uchitel. /The structure of the nursery schbol teacher's communicative activities./

Preduchilishtno văspitanie, 32, 1984, No. 10, pp. 13-16.
3 refs.

The author deals with types of teacher-child relations in preschool facilities: autocratic, liberal and democratic ones. She presents the results of a study made to find the decisive communicative abilities and skills of teachers. It has been found, among other facts, that two thirds of teachers covered by the study do not possess the character traits necessary for the education of children /patience, self-control, observation talent .../. They all master the art of language communication and are talented in theatre, music and art. As for their relation to children, 85.4 p.c. of teachers either like children or quite like them, 14.4 p.c. are indifferent. The author recommends that the results should be used in the training of student teachers, from the viewpoint of their prerequisites and education.

1 nursery school, 1 educator, 1 style of work, 1 character, 0 specific features, 0 research; 142905

183. RADOSHCHEKINA, M.: Pedagogicheskaya praktika v selskikh detskikh sadakh. /Teaching practice in rural nursery schools./

Doshkolnoye vospitaniye, 1984, No. 5, pp. 66-68.

The students´ summer teaching practice extends over the period from June 1st to July 12th. Its aim is to develop the students´ interest in their future profession, to reinforce the knowledge, abilities and skills acquired by the study of special subjects, to teach the students to organize children´s activities in the rural environment by themselves. By the end of their teaching practice, the students make an evaluation stating how they have fulfilled the plan of their teaching practice as well as the plan of work for public welfare, what they have succeeded in and what difficulties they have faced, what problems and shortcomings they have met. The teachers, together with the deputy headmaster for methodological work, prepare characterizations of the individual students assessing the quality of their work with children, the quality of educational documentation, methodological abilities and the students´ character traits /relation to work, to children/, participation in the public education and methodological work of the respective nursery school. They also make conclusions and suggestions for the following year.

1 preschool education, 1 teacher training, 1 teaching practice, 1 rural school, 0 evaluation; 142303, 142905

184. **RADOSHCHEKINA, M.:** Trebovaniya k analyzu pedpraktiki. /Requirements concerning an analysis of the teaching practice./

Doshkolnoye vospitaniye, 1984, No. 7, pp. 68-70.

An analysis is an important part of teaching practice. To carry it out correctly, the students should acquire the necessary knowledge including the latest scientific studies concerning this problem. This necessitates inter-subject connections. The methodologist specifies in advance in his individual plan what to recommend to the students, what they should revise for their next teaching practice. It is important to teach the students how to follow the process of instruction, how to select and evaluate the main, substantial features. It is possible to point out the substantial aspects to them in the course of their preparation for observation. The students may concentrate on summarizing the results of their observations; next time it is possible to stress the explanation of what has been observed. When analyzing, the students should compare the results of their observations with the requirements laid down in nursery school curricula. This helps the students to orientate themselves in the curricula and to get used to work with them.

1 preschool education, 1 teacher training, 1 teaching practice, 0 analysis; 142303, 142905

185. RUDOLPH, F.: Vzdelávanie učiteliek v NDR. /Teacher training in the German Democratic Republic./

Predškolská výchova, 38, 1983/1984, No. 6, pp. 22-23.

Since the school year 1974/1975, two-year study for nursery school teachers has been changed to three-year study that may be started after completing grade ten of the higher polytechnical schools. New documents prepared after ten years of experience should make the aims, content and structure correspond to higher demands made on preschool education in a developed socialist society. The educational aims concentrate on the mastering and creative application of the knowledge of Marxism-Leninism, psychology, methodologies and versatile skills, on the development of a deep, permanent, positive attitude to the profession.

1 nursery school, 1 teacher training, 0 conception, 1 German Democratic Republic; 142905, 142303

186. STOILOVA, J.: Fizkulturnite zanimaniya i rabotosposobnostta na detskite uchitelki. /Physical training exercises and nursery school teachers' fitness for work./

Preduchilishtno văzpitanie, 32, 1984, No. 10, pp. 23-27.
3 photographs.

The author deals with exercise that should compensate for the difficult work of nursery school teachers. Theoretical reasons are given for the necessity of exercise. This is followed by practical advice and a description of some exercises.

1 nursery school, 1 educator, 1 work, Ø load, 1 physical exercise, Ø compensation; 142905

187. Stopnie specializacji zawodowej dla nauczycieli przedszkoli. /Specialization grades for nursery school teachers./

Wychowanie w przedszkolu, 37, 1984, No. 1, pp. 22-27. 47 refs.

A new system of the continuation in-service training of teachers introduced in Poland in the year 1982 contains a special system of specialization grades that are achieved by passing examinations in front of specialization commissions. Conditions for reaching specialization grades one, two and three are presented together with examination requirements and required and recommended literature.

1 nursery school, 1 educator, 1 continuation in-service training, 1 examination, Ø condition, Ø Poland; 142905, 142305

188. SZABOVÁ, K.: Príprava detských sestier v novej koncepcii výuky. /The training of children's nurses in the new conception of instruction./

Zdravotnická pracovnice, 34, 1984, No. 7, pp. 401-405.
3 photographs.

When working either with sick children or with healthy ones, children's nurses must play the role of the medical worker as well as that of the educational worker. At the present time, the number of children's nurses working with children in crèches is increasing. Formerly, children's nurses got theoretical training for educational work in some subjects in grade four only, namely in psychology and education and in the methodology of educational care. New teaching plans and curricula introduced in September 1984 strengthen the educational and psychological component. Grade one curriculum includes music, art and literary education, curricula for grades two, three and four include psychology and theory of education, educational care, nursing and education of children. Grade four students get practical training in crèches.

1 crèche, 1 children's nurse, 1 nursing school, 1 teaching plan, 1 education, 1 psychology, 0 conception; 143759, 142905

189. ŠABACKÁ, B.: K problematice dalšího vzdělávání sester v pedopsychiatrii. /Problems of continuation in-service training of nurses in child psychiatry./

Československá psychiatrie, 80, 1984, No.2, pp. 129-131.

The rapid development of psychiatric care for children and the present-day trend of increasing the professional level of care for children with mental disorders places high demands on the paramedical staff in psychiatric facilities taking care of children. However, it is often found in practice that the training provided at nursing schools does not enable sufficient specialist training for nurses working in child psychiatry. The article discusses the present-day system of continuation in-service training for nurses working in child psychiatry wards and facilities in Czechoslovakia.

1 child, 1 mental disorder, 1 children's nurse, 1 nursing school, 1 paediatrics, 1 psychiatry;
142303, 143759

190. SHCHERBAKOVA, Ye.: O roli spetskursov i spetsseminarov v professionalnoy podgotovke studentov. /The role of special courses and special seminars in the professional training of students./

Doshkolnoye vospitaniye, 1984, No. 10, pp. 48-50.

Special lectures and seminars help the students to penetrate to the substance of educational phenomena, to develop a certain relation to them. This opens up real possibilities for gaining theoretical nad methodological knowledge. Special courses and seminars are organized in keeping with plans containing partial lectures. The students get to know the programme and the literature three or four weeks in advance. This enables them to gain experience in preschool facilities or to carry out some experimental work and to study the basic literature. The lecturer thus finds it easier to activate the students and to reach positive results. The trainee teacher should learn to observe, to experiment, to compare, to analyze educational phenomena, to find solutions for practical problems. This is why the courses include also various kinds of research work, preparation and presentation of papers, information concerning results of experiments conducted and their evaluation and the like. The topics included in special courses and seminars are evaluated every year and more topical problems are added, if necessary.

1 nursery school, 1 educator, 1 teacher training,
0 conception, 0 Soviet Union; 142905, 142303

191. VASILEVA, V.: Pedagogăt v detskite yesli. /The educational worker in the crèche./

Preduchilishtno văzpitanie, 32, 1984, No. 11, pp. 21-24.
1 photograph.

The author describes tasks of the educational workers in the crèche. Although their plan of work includes two hours a week for increasing their qualification, they are recommended to participate once in two or three years in retraining courses organized by the Research Institute of Paediatrics or by regional institutes of similar orientation. The main task of educational workers in the crèche is to organize and control all educational activities that the author describes. A concrete instruction is given for the preparation of yearly, half-yearly, monthly and individual plans. The plan should take into account the necessity to prepare the children for their transfer to nursery schools.

1 crèche, 1 educator, 0 activity, 1 continuation in-service training of teachers; 142905

192. VELICHKOV, B.: Pedagogicheskiyat optimizăm na detskata uchitelka. /The educational optimism of nursery school teachers./

Preduchilishtno văzpitanie, 32, 1984, No. 2, pp. 23-24. 3 refs.

The author points out Makarenko's thesis of educational optimism as a principle in the theory of education and his view that the teacher's love for the children determines his/her authority and the results of his/her work, stressing the importance of educational optimism especially in teachers of the youngest children.

1 nursery school, 1 educator, 1 education + principle, 1 love, 0 child; 142909

193. VITANOVA, N.: Za chelniya pedagogicheski opit. /For the best educational experience./

Preduchilishtno văzpitanie, 32, 1984, No. 10, pp. 6-8.

The author analyzes the aims and tasks of the nationwide study, proliferation and application of the best educational experience, stating criteria connected with its basic functions. She deals with the individual stages of research and describes methods and forms that should be applied in each of the stages. She also presents a model layout for description of experience and model forms of the application of new experience.

1 preschool education, 1 educator, 1 experience, 0 description; 142905, 142923

4.3 School administrators

194. BOTEVA, N.: Osobenosti pri răkovodstvoto na detskoto zavedenie. /Special features of administering a child care facility./

Preduchilishtno văzpitanie, 32, 1984, No. 10, pp. 9-10.

The author stresses the importance of style in the control work of the headmaster for the quality of staff work, describing cooperation with the party branch and with the trade union branch, care for the continuation in-service training of staff members, discussions, lectures, educational meetings and the like.

1 nursery school, 0 administration, 1 headmaster, 0 activity, 1 social organization, 0 cooperation; 142115, 142107

195. DÜRR, L.: Eine Beraterin gibt Einblick. /A counsellor shows what her work is like./

Der Schweizerische Kindergarten, 74, 1984, No. 6, pp. 17-18.

A counsellor from the St. Gallen canton describes her experience. The cantonal education department issued instructions for the work of education counsellors. Their work comprises help to beginner teachers in the preparation, in work with children, in work with problem children, in the preparation of meetings with parents and, finally, in their personal problems. Teachers coming from other cantons are to be made familiar with the school system in the canton. Older teachers may be given advice if they turn to the counsellor or if the counsellor is asked to do so by the local or district school council. The counsellor helps in the continuation in-service training of teachers. She seeks teachers suitable for the work of voluntary counsellors and briefs them. She cooperates with the department for primary schools. If necessary, she gives the inspector of the distric school council information concerning the individual teachers, either in writing or orally.

1 nursery school, 1 beginner teacher, 0 help, 1 counsellor; 142905

196. FROLOVA, A.: Proforientatsiya spetsialistov doshkolnogo vospitaniya. /The professional orientation of specialists in preschool education./

Doshkolnoye vospitaniye, 1984, No. 1, pp. 70-73.
1 table.

The author describes the experience gained with the introduction of an 18-period seminar "Inspections of preschool facilities" at colleges of education.
The seminar was prepared on the basis of the principal tasks of national education inspectors, such as: inspection of how regulations and instructions concerning the work of these facilities are adhered to, changes in the network of preschool facilities, provision of conditions for the process of education, inspection of the headmistress's educational and control work, work planning, the promotion of public preschool education and educational knowledge among the population, increasing of the staff training, organization of methodological work. The seminar comprises seven topics; each of them covers two to four periods. Each topic is combined with practical tasks. Practice has shown that this special seminar

has helped trainee teachers to start their work with more certainty and to carry out inspections of preschool facilities on a scientific basis.

1 nursery school, 0 administration, 1 inspector, 0 training, 0 Soviet Union; 142107

197. FUCHS, S.: Der Kanten Zürich stellt sich vor.
/The Zürich canton introduces itself./

Der Schweizerische Kindergarten, 74, 1984, No. 6, pp. 22-24.

Supervision of nursery schools is mostly carried out by laymen in the Zürich canton. Direct supervision is carried out by communities /towns or cities/, through town councils or local councils, commissions on nursery schools. There are district nursery school inspectors that are elected by the distric education authorities and that are responsible for their work to these authorities. Cantonal supervision is carried out by the cantonal education authorities that are subordinated to the youth care authorities. Inspectors from all districts form the cantonal conference. Its task is to discuss all topical problems of nursery schools, the initiation of newly elected inspectors into their duties. Inspectors and commission members are voluntary workers. They can remain in the office for a longer period if they deal with the basic problems of nursery schools and concentrate on new aspects of preschool education. Inspectors supervise nursery schools run by the communities as well as private ones that are subsidized by the communities. Having visited a nursery school, the inspector discusses the findings he/she has made with the respective teacher. The results are reported to the district education authorities. Copies of reports are sent to the local education authorities that take care of schools and nursery school teachers.

1 nursery school, 0 administration, 1 school supervision, 0 organization, 0 Switzerland; 142107

198. GAUS, E.: Das Amt einer Kindergarteninspektorin. /The duties of a nursery school inspector./

Der Schweizerische Kindergarten, 74, 1984, No. 6, p.11.

The inspector makes clear the points on which she wants to concentrate during her visit to a nursery school, namely: What is the relation between the teacher and the children? Do the children feel well in the nursery school, can they develop well under the teacher's guidance ? How do the children integrate into the class, how does the teacher cope with problem children ? What means does she use to make sure that rules of coexistence in the nursery school are adhered to ? How does she develop the children's independence ? How does she enlarge the scope of children's knowledge ? The inspector tries to get to know the respective teachers informally before coming to the nursery school officially.

1 nursery school, 0 administration, 1 school supervision, 1 inspector, 0 activity; 142107

199. HEGLAND, S.: Teacher supervision. A model for advancing professional growth.

Young Children, 39, 1984, No. 4, pp. 3-10.
1 photograph, 2 tables, 18 refs.

The author informs about a model of teacher supervision based on untraditional principles. First the inspector contacts the teacher she intends to visit, lets the teacher explain her didactic and educational aims and goals, lets her describe the course of action, thus making the didactic analysis and the interaction analysis in advance. Having come to the nursery school, the inspector concentrates on the observation of situations as they arise and on the ways in which the teacher copes with them. Then she analyzes and evaluates the results of her observations in a discussion with the teacher. In this way, stress caused by an unexpected visit and doubts concerning the course of action chosen are eliminated, the analysis and the inspector's comments and suggestions are of a concrete and constructive nature.

1 nursery school, 0 administration, 1 inspector, 1 educator, 0 relation, 1 school supervision, 0 method; 142107

200. **LANG, V.:** Stadt-Basler Modell. /The Basel city model./

Der Schweizerische Kindergarten, 74, 1984, No. 6, pp. 27-28.

Basel nursery schools are a part of the school system in the Basel canton and are run in keeping with the school act. Nursery school teachers are in the same trade union as all other teachers. Like all other schools, nursery schools are administered centrally by the cantonal education authorities. They are supervised by lay inspectors that are members of the political parties that elect them. They usually represent the parents as they have children at a certain kind of school. The education authorities guarantee the professional level and satisfy the needs of the individual schools. Their representative, together with two teachers elected previously at a teachers' conference, has an advisory vote at meetings of the school inspectors. Schools are visited by a representative of the education authority and an inspector. New teachers start working instead of absent teachers, on a part-time basis. These teachers are taken care of by a special counsellor. As soon as this so called "flying" teacher gets a permanent job, an experienced teacher is assigned to her to initiate her into the practice. Besides her other duties as instructor and counsellor, the education counsellor works 80 half-days a year in nursery schools instead of absent teachers. Thus she gets to know the problems of "flying" teachers.

1 nursery school, 0 administration, 1 beginner teacher, 1 school supervision, 0 Switzerland, 0 example; 142107

201. **LIEHMANN, M.:** Za deynostta na metodista po preduchilishtno văzpitanie v GDR. /On the activities of a preschool methodologist in the GDR./

Preduchilishtno văzpitanie, 32, 1984, No. 5, pp. 19-22.

The author describes the duties of a methodologist, who usually has 15 schools assigned to him/her. She appreciates the cooperation of 3 - 4 methodologists, who help one another and work jointly. Each methodologist has twenty hours a week for his/her methodological work, i.e. for the following: a/ inspection of how educational requirements are met; b/ analysis and control of the headmasters' control activities in the basic orientation of work at school. A description is given of how the methodologist cooperates with school administrators, prepares yearly plans of work, organizes exchange of experience, guidance and training of beginner teachers, analyses and supervision.

1 preschool education, 0 administration, 1 methodologist, 0 activity, 0 German Democratic Republic,; 142107

202. LOMBARD, I.: Eine Inspektorin berichtet. /An inspector gives information./

Der Schweizerische Kindergarten, 74, 1984, No. 6, pp.12-13.

The author describes the experience from the Aargau canton where there are 22 nursery schools in 9 communities. The canton contributes financially to their construction and equipment, provides the teachers' salaries. Commissions on nursery schools are set up in communities where there are nursery schools. Before visiting the respective nursery school, the inspector meets the chairwoman of the commission, obtains information about the structure of the community and about the local nursery school. Having finished her visit to the nursery school, the inspector informs the chairwoman and they jointly decide what measures to take. In April, at the beginning of the school year, the chairwoman of the commission informs the inspector about the number and age of children enrolled for nursery school attendance. The inspector meets the chairwomen of the commissions once a year and this meeting is used for exchange of experience. When visiting the individual schools, the inspector combines the supervisory role with giving the necessary instructions.

1 nursery school, 0 administration, 1 school supervision, 1 inspector, 0 activity; 142107

203. MERKLI, O.: Das Kindergarteninspektorat im Kanton Aargau. /The nursery school inspectorate in the Aargau canton./

Der Schweizerische Kindergarten, 74, 1984, No. 6, pp. 26-27.

The administration of nursery schools is in the hands of the communities. The act of 1982 lays down that communities are obliged to enable every child nursery school attendance for a year at least. The canton grants subsidies to the communities for the construction and equipment of nursery schools and for teacher salaries. Nursery schools and primary schools are supervised by voluntary inspectors. At the present time, there are 29 nursery school inspectors in the canton. Most of them used to work as nursery school teachers. Each of them supervises 12 - 24 nursery schools. All inspectors form the cantonal commission on nursery schools. This commission cooperates with education authorities and takes care of continuation in-service training of teachers. This kind of supervision has been found suitable, it enables counselling of the teachers and the local authorities in time and on a good professional level.

1 nursery school, 0 administration, 1 school supervision, 0 Switzerland; 142107

204. Ministerstvo prosveshcheniya RSFSR razrabotalo i utverdilo uchebno-tematicheskiy plan i programmu kursov povysheniya kvalifikatsii metodistov po doshkolnomu vospitaniyu raionnykh metodicheskikh kabinetov. /The Ministry of Education of the R.S.F.S.R. has worked out and approved teaching plans and curricula for the continuation in-service training of preschool education methodologists working in district methodological centres./
Doshkolnoye vospitaniye, 1984, No. 11, pp.92-94.

The model teaching plan is divided into three weeks of instruction representing 108 periods in all /51 periods for lectures, 29 periods for seminars, 28 periods for practice/. Depending on the local conditions, the training may be organized either en block or stretched into the whole year, alongside with work. Seminars are used for discussing the most difficult topics, for evaluating students' papers, for exchanging and evaluating educational experience. The practical lessons should concentrate on the organization of all forms of methodological work with preschool teachers, on getting acquainted with the work of the district inspector. The curricula contain 9 topics: 1/ Marxist-Leninist theory. The present-day policy of the Communist Party of the Soviet Union /4 periods/. 2/ Prospects of the development of preschool education /9 periods/. 3/ Content, forms of work, methodology of preschool education /40 periods/. 4/ Topical problems of developmental psychology /4 periods/. 5/ Topical problems of preschool education /23 periods/. 6/ The present-day state of initial instruction /10 periods/. 7/ Methodological work in the nursery school /10 periods/. 8/ Soviet labour legislation /4 periods/. 9/ Closing conference enabling exchange of experience /4 periods/.

1 preschool education, 1 methodologist, 1 continuation in-service training of teachers, 0 conception, 0 Soviet Union; 142905, 142305

205. NUSPLIGER, K.: Primarschulinspektoren statt Expertinnen. /Primary school inspectors instead of experts./

Der Schweizerische Kindergarten, 74, 1984, No. 6, pp. 24-25.

In the Bern canton, problems of supervision and counselling in nursery schools were discussed in connection with the preparation of a new nursery school act. While the draft commission suggested that six nursery specialists from nursery schools should do this as a second job, the parliament refused the suggestion. The Bern nursery school teachers' trade union protested against this decision, pointing out that this would not secure specialist supervision and specialist counselling. Many inspectors are not interested in nursery schools. In the Bern canton, there are special inspectors for all special subjects, such as physical training, needlework, domestic science and the like. The wish of nursery school teachers to have competent specialist care has thus been rejected.

1 nursery school, 1 supervision, 0 act, 0 Switzerland; 142905

206. PRASKOVA, S.: Partiynata organizatsiya i efektivnostta na văzpitatelniya protses. /The party branch and the effectiveness of the process of education./

Preduchilishtno văzpitanie, 32, 1984, No. 10, p. 12.

The author describes the experience of a Bulgarian

Communist Party branch comprising nursery schools of a district in Plovdiv, activating the work of staff members, increasing the quality of their work and the effectiveness of the process of education.

1 nursery school, 0 administration, 1 party branch, 0 Bulgaria; 142107

207. SPASOVA, B.: Iz opita na direktora. /From the experience of a headmistress./

Preduchilishtno văzpitanie, 32, 1984, No. 10, pp. 11, 16.

The author used to work as a nursery school headmistress for many years. She describes her experience in all spheres of the scientific control of educational work. Special attention is paid to personalized approach as a necessary prerequisite for the development of individual personalities and team spirit.

1 nursery school, 0 administration, 1 headmaster, 0 experience; 142115, 142107

4.4 Labour legislation; teachers' associations

208. HOSTETLER, L.: The Nanny trap: Child care workers today.

Young Children, 39, 1984, No. 2, pp. 76-79.
1 photograph, 1 table.

In this documentary article, the author sums up the results of her study concentrating on the present-day working conditions of those who take care of the youngest children. She shows that this is very hard work /a time study shows activities and their frequency in the course of the child care worker's working hours/, completely underestimated both socially and materially. She presents a comparison with other educational workers and points out the untenability of the present-day situation. It is necessary, in the interest of the whole society, to improve the situation imediately, to increase the prestige and training requirements.

1 preschool education, 1 care + children, 1 child care worker, 0 activity, 0 research; 142905

209. KOGOTKOVA, G.: Rol sotsialisticheskogo sorevnovaniya v sovershenstvovanii deyatelnosti kollektiva. /The role of socialist competiton in the improvement of staff work./

Doshkolnoye vospitaniye, 1984, No. 8, pp. 30-32.

The experience from a crèche-cum-kindergarten in Perm is described. Socialist pledges are based on tasks that the staff has to fulfil in the coming year, e.g. in the year 1983: strengthening of the work discipline, participation in the activities of art circles and facilities; patronage of experienced teachers over beginners; decreasing of the children's sickness rate by 5 p.c.; creating of conditions for work education in the individual classes and classrooms and in the playground; competition for the best-equipped methodological prep room; further improvement of garden equipment. Every staff member competes with some fellow-worker, most frequently with the one working with a parallel group. The so-called pair competition contract is confirmed by a special document. The movement for a communist attitude to work is a higher form of individual competition. Depending on the results of work, the winners get the badge "Activist of socialist work". In the preceding two years, the staff members worked under the motto "The experience of the best ones - a standard for everyone". The motto they have chosen for the present period is "From the high quality of the individual's work to high effectiveness of staff work".

1 crèche, 1 nursery school, 1 educator, 1 competition, 0 Soviet Union; 142905

210. **MARKOV, G.:** Planiraneto - uslovie za visoko kachestvo na săyuznata deynost. /Planning as a prerequisite for the high quality of trade union work./

Preduchilishtno văzpitanie, 32, 1984, No. 4, pp. 16-18.
2 refs.

The author analyzes the work of the trade union in which planning of trade union activities is a on a high level. He deals with the basic directions of work, stressing that planning should always respect all requirements laid down in party and state documents as well as the specific features of professional activities to child care facilities. All this helps to improve the content and organization of trade union work.

1 nursery school, 1 educator, 1 trade union, 0 activity, 0 Bulgaria; 142905

211. Schweizerischer Kindergärtnerinnen-Verein Zentralverstand. /The central committee of the Swiss nursery teachers' trade union./

Der Schweizerische Kindergarten, 74, 1984, Nos. 7/8, pp. 1-29.

This is a report of the annual meeting of delegates. It contains the annual report presented by the chairwoman, the treasurer's report as well as reports from the individual sections according to cantons and reports of the commissions: the editorial commission, the commission on construction, the relief commission, the commission on education, the commission on the preparation of a music handbook and the commission on the preparation of a programme of educational work.

1 nursery school, 1 educator, 1 trade union, 0 activity, 0 report, 0 Switzerland; 142905

5 PLAY

5.1 Psychology of play

212. DANY, E. - DANY, R.: Jeu et développement. /Play and development./

L'éducation enfantine, 1983/1984, No. 5, pp. 4-11.
9 photographs.

In introduction, the authors state that it is difficult to define and explain children's play because it is a highly diversified and complex activity. A brief characterization of the main psychological theories of play /Groos, Hall, Freud, Piaget/ is followed by an explanation of Piaget's theory of play that offers new possibilities for developing children's play in the nursery school. The authors characterize concretely these possibilities in another article published in the same issue and discussing play and work in the nursery school /L'éducation enfantine, 1983/1984, No. 5, pp. 17-71/.

1 nursery school, 1 play, 1 psychology: 142951

213. DANY, E. - DANY, R.: La psychoanalyse et le jeu. / Psychoanalysis and play./

L'éducation enfantine, 1983/1984, No. 5, pp. 12-16. 4 photographs.

The authors present, in a popular way, an explanation of the psychoanalytic conception of play founded by Sigmund Freud and developed further by Klein in the 20s. Klein developed primarily "therapy through play". Klein's ideas were taken over by numerous research workers, Winnicot being the most famous of them.

1 preschool education, 1 play, 1 psychoanalysis, 0 conception; 142951

214. FÚROVÁ, L. - GALANOVÁ, A.: Hra detí s bábkou v jasliach a v dojčenskom ústave. /Children's play with dolls in a crèche and in an infant home./

Predškolská výchova, 38, 1983/1984, No. 7, pp. 7-8. 2 tables.

Observations of children's play in a crèche and in an infant home were made within the framework of students' research work. A group of 8 children aged 25 - 28 months was observed during play with dolls in each of these two facilities. The evaluation covered the time distribution of play, utterances, the handling of toys, adherence to a sequence in play, children's mood. The results are presented in the form of tables. They show a higher level of crèche children's play both with respect to play contents and to the course of play. The differences are caused by the lower developmental level of institutionalized children with respect to their physical age; there are not so many stimuli in the infant home environment in comparison with the family environment; the large number of children taken care of by a single nurse limits the possibility of satisfying the children's emotional needs.

1 preschool education, 1 doll, 0 play, 1 crèche, 1 suckling, 0 infant home, 0 comparison; 142951

215. **KAMENOVA, M.:** Problemi na konstruktivnata igra. /Problems of constructive play./

Preduchilishtno vǎzpitanie, 32, 1984, No. 3, pp.7-9.

The author deals with the substance and specific features of construtive play, she examines its origin and development. She compares topic-oriented play, task-oriented play and constructive play, trying to define what they are alike and different in from the viewpoint of children's experience. Constructive play means, in fact, deciding about practical group activity. It requires the adult's help but it offers variants of solutions. In the author's opinion, several variants of possible solutions support the development of preschool children's creative thinking.

1 preschool education, 1 play, 0 type, 0 construction, 0 topic, 1 creativity; 142951

216. KREUSCH-JOKOB, D.: Prizl blibsch mmpfr.

Spielen und lernen, 1984, No. 7, pp. 30-31.
3 photographs.

The author offers topics for untraditional play that may help to develop the children's fantasy and creativity. Her suggestions include play with various music boxes, self-made musical instruments /a drum, a xylophone/ and a typewriter. A "dance" on the typewriter keyboard may serve as an excellent exercise of attention and differentiation in the evaluation of results that have arisen accidentally in this dance.

1 preschool education, 1 play, 1 toy, 0 new, 1 creativity; 142951

217. REPINA, T. - GOSTYUKHINA, O.: Samostoyatelnyie igrovyie obyedineniya. /Independent play groups./

Doshkolnoye vospitaniye, 1984, No. 2, pp. 43-46.

This is information about a survey conducted with the aim of studying the formation of play groups at preschool age, the changes in their nature /their stability, the grouping, number of group members participating in play, grouping with respect to sex, play duration/. The survey covered 650 children. When the child plays with others, he/she gets integrated into the system of social standards and values. Play groups represent social einvironment in which the child makes his/her first

steps to a higher form of social behaviour, to collectivism. There may be either positive or negative relations within a play group. This depends on the personal traits of individuals, on the content of play as well as on the activity in the course of play. The oldest children formed groups comprising 11 - 13 children whereas children of the medium preschool age group formed groups comprising three children at most. In 90 p.c. of all cases, smaller groups comprised children of the same sex. Play groups formed by three-year-olds usually survived for the whole period of observation /three years/. The formation of groups was influenced by mutual sympathy but the motive of play was even stronger. Positive relations developed in groups formed on the basis of mutual sympathy and interest in the content of play. Special attention was paid in the survey to groups containing a leader and children that obeyed him/her, either as active partners or as passive doers, or as observers only.
The authors drew recommendations from the results of their survey, concentrating on the complex effect and respecting the nature of the play group. It is possible to improve the mutual relations among children and to give them a correct orientation, if necessary.

1 preschool education, 1 socialization, 1 group, 0 research; 142951

218. SODEN, K.: Spielen. /Play./

Spielen und lernen, 1984, No. 10, pp. 16-21.
3 photographs.

This is a contemplation of the importance of play activities in the child's life, stressing the need of play from the viewpoint of mental hygiene. Play makes it possible for the child to express his/her ideas and feelings and to cope with them and process them further by repeating them and experiencing them again. The author points out the seeming absurdity and incomprehensibility of some children's play for adults, stressing that play is an activity that always has some sense, although adults may find it difficult to grasp the sense of some of these activities. Examples are given of play activities that may seem incomprehensible for a layman, together with their psychological interpretation.

1 preschool education, 1 play, 1 psychology, 1 hygiene; 142951

219. VENGER, L.: Psikhicheskoto razvitie v igrata i podgotovkata za uchilishte. /Mental development through play and preparation for school./

Preduchilishtno vǎzpitanie, 32, 1984, No. 7, pp. 5-7.

This is the text of a lecture given by this Soviet psychologist at the all-Russian coordinating meeting on the improvement of play activities that was held in Togliatti in October 1983. Stress is laid on the versatile effects of play. Through play, the child gets information that would otherwise be incomprehensible to him. Play not only reflects social situations, it also models them. Simultaneously, the children develop ideas of the objects and phenomena of real life and apply them in the solution of various tasks. Visual models are most typical /sketches, plans/. Play modelling of the reality is of special importance for the child's intellectual development. Another specific feature of this stage of development is the development of the ability to perceive things from the viewpoint of another person, which is a permanent personality trait.

1 preschool education, 1 play, 0 importance, 1 model, 0 reality; 142951

5.2 Pedagogy of play

220. ANISHCHENKO, O.: Igra v plane raboty vospitatelya. /Play in the teacher's plan of work./

Doshkolnoye vospitaniye, 1984, No. 4, pp. 18-22.

The incorporation of play into the plan of educational work depends on the specific features of the individual kinds of play. As for locomotive and didactic games, the main components are rules and activities. The plan includes their learning and gradual increasing of demands. As for topic-oriented play, the children choose the content of the play by themselves and form groups. The teacher plans the enlargement of the children's knowledge and experience, the preparation of play props and, in an extreme case, makes the topic more precise and divides the roles. As for work with the individual children, it is suitable to plan the gradual participation of a new child in the children's group play. Purposeful planning presupposes the correct timing of play in the course of the day. For instance, children often need help and advice in table games with rules; this is why these games are planned for the afternoons when there are less children present.

1 nursery school, 1 play, 0 planning; 142951

221. BARSUKOVA, L.: Rekomendatsii soveshcheniya rabotnikov narodnogo obrazovaniya po vospitaniyu detey v igrovoy deyatelnosti v detskikh doshkolnykh uchrezhdeniyakh. /Recommendations adopted at a meeting of national education workers on the education of children through play in preschool child care facilities./

Doshkolnoye vospitaniye, 1984, No. 1, pp. 22-26.

The participants of this all-Russian meeting discussed the use of play in educational work. It was found that play had the leading position in the process of education in most preschool facilities, that play had become a way of organizing the children's lives and an effective means of education. Outstanding experience of organizing and guiding children's play was gained in the course of preparation of the meeting. Recommendations aimed at eliminating some shortcomings that sometimes occur in the work of some facilities specify how to create conditions for children's play, how to develop the content of play, how to form the children's ability to play, how to develop it into an independent activity. Headmistresses of preschool facilities are to observe systematically the level of play, to aim at increasing the theoretical and methodological training of staff members, to seek out good experience and to make sure it is used in the whole facility.

1 nursery school, 1 play, 0 administration, 0 science + gathering; 142951

222. BOTEVA, N.: Didaktichni igri za zapoznavane s obshtestvenata sreda. /Didactic games making the children acquainted with the environment./

Preduchilishtno vǎzpitanie, 32, 1984, No. 3, pp. 34-36.

Concrete examples of didacticgames are given, e.g. "Find, name and compare", "What is it for?", "Traffic lights", "How to behave in the street", "How do they travel?", "Post office workers", "Traffic", "Drivers".

1 nursery school, 1 didactic game, 1 traffic + education; 142951

223. DAVENPORT, E.: *The play of Sikh children in a nursery class and at home.*

Educational Review, 35, 1983, No. 2, pp. 127-140.
1 chart, 61 refs.

The problem of preschool facilities catering for children with various ethnic and cultural backgrounds is topical in England; the nursery school described here is in the economically backward part of West Midlands. Intensive observations of Sikh children's play /there were also children from the Caribean region and others in the class/ both in the nursery school and at their homes showed that, in spite of the comparatively strong separate cultural tradition of the Sikhs in England, the group of Sikh children was not a homogeneous one, it was rather a set of individualities. The nature of their play was influenced rather by factors of economic and educational nature /they had no toys at home and their parents did not consider them necessary, their play lacked the element of imagination, it was obvious that their parents lacked time for talking and playing with the children, etc./.

1 nursery school, 1 play, 1 ethnic group, 0 England;
142951

224. FRAJEROVÁ, L.: *Tvořivé hry.* /Creative games./

Hračka, 19, 1984, No. 1, pp. 20-21.

The author of the article, a student of the pedagogical faculty of Charles University in Prague in the third year of her study, informs the readers about the results of her work done within the framework of students' research work. She designed and verified a set of new games developing the creative thinking of children. Judging by the children's reactions and by the results of consultations with teachers, she draws the conclusion that games designed by her have found a favourable response and evoked the children's interest. Several games selected from the set can be used at school or in after-school facilities, at meetings of young pioneers, the children can play them at home. It is a set of seven games that may be placed in a single box. This work was awarded the first prize in its category in the statewide competition in 1983.

1 preschool education, 1 play, 1 thinking, 0 creativity, 0 students' research work; 142951

225. GASPAROVA, Ye.: Otobrazheniye sotsialnykh otnosheniy v igre. /The reflection of social relations in play./ Doshkolnoye vospitaniye, 1984, No. 8, pp. 35-38.

Object-oriented, practical activities and the handling of toys prevail in the earliest childhood. Later this should be gradually replaced by play requiring the knowledge of social relations. If play develops correctly, the object-oriented, practical aspect of activities should be replaced by the social aspect. The main topic of topic-oriented play is man among people; this influences the topics of children's play - they play at fathers and mothers, at hospital and the like. Social ideas are based on the child's on own experience, an other people's behaviour observed by the child as well as an on various other pieces of knowledge gained from adults. The author describes a specially designed set of building blocks aimed at helping the child pass over to the topic-oriented play. It was a set of prisms showing human faces with various expressions - sad or gay ones. At first, the children used the building blocks for building but later they used them for play with a social content. This was observed especially in children aged 30 months and more. In this way, the children passed over to a higher level of play. The leading activity changed and this is the moment when the educational worker should help. Considerate psychological and educational guidance makes it easier for the child to develop play with social content and thus also to get to know the surrounding world better and to get his bearing in it.

1 preschool education, 1 play, 1 social development, 1 brick-box, 0 research; 142951

226. HABIŇÁKOVÁ, E.: Charakteristika správania batoliat počas voĺnej hry. /A characterization of toddler behaviour in the course of spontaneous play./

Predškolská výchova, 39, 1984/1985, No. 4, pp. 5-10.

4 tables, 1 chart, 7 refs.

This is information about a survey conducted with the aim of studying the behaviour of toddlers in the course of spontaneous play, improving the methodology of spontaneous play and achieving better utilization of play for the child's all-round development. The survey was made in two groups, each comprising ten children aged 24 - 30 months. Each child was observed twice for fifteen minutes during spontaneous play in natural condition in the playroom and the garden for a period of one week. Records of the behaviour of the individual children represent the total of play activities produced by the children within 600 minutes of observation. Attention was paid to object handling activities, motor activity, coordination of movements, social activities, cognitive activities and observations of persons. An analysis of the data gathered brought information about: 1/ how the child care facility was equipped with objects and to what extent toys and aids were utilized in the course of spontaneous play; 2/ the frequency of play activities within the time unit of observation; 3/ kinds of play activities that could be observed in the course of spontaneous play; 4/ differences in the sense of points 1, 2, 3 in relation to developmental changes and individual qualities. The results are presented in the form of tables. Some conclusions that may influence the crèche practice: what is needed is a professionally based standard for equipping the child care facility with toys in keeping with the specific features of the individual age groups and developmental needs of children; correct choice of toys offered in the course of spontaneous play should make it easier to get to know the children and their interests. The observation of children in the course of spontaneous play is an important prerequisite for a correct offer of play materials. Conclusions from an analysis of the frequency of play activities show that the frequency of the individual play activities indicates the intensity of motivation for play that can be controlled purposefully by intervening with objects or socially, without restricting the child's spontaneous activity.

1 preschool education, 1 toddler, 1 play, 0 optional, 0 research; 142951

227. MENDZHERITSKAYA, D. V.: Vospitatelyu o detskoy igre.
/About children's play for educational workers./
Moscow, Prosveshcheniye, 1982.
Reviewed by: Žarnovičanová, M.
Predškolská výchova, 38, 1983/1984, No. 6, pp. 30-31.

The author characterizes play in the individual age groups, pointing out the connections between play, work and learning. The publication contains the following chapters: Topical problems of children's play, The origin and essence of play, The content and course of play activities in the individual age groups, Play as a creative activity of preschool children, The education of children through creative play, Didactic play as a means of instruction and education of children, Conditions for play in the nursery school.

1 preschool education, 1 play, 1 learning, 1 creativity, 0 publication; 142951

228. MIKHAYLENKO, N. - KOROTKOVA, N.: *Vzroslyie, deti, igra.* /Adults, children, play./

Doshkolnoye vospitaniye, 1984, No. 8, pp. 38-40.

Having developed in the course of history, play becomes an element of culture that passes from generation to generation. A young child handles a toy; this, however, does not mean that he plays. The individual play activities, without a topic or some rules, are only fragments of play activity. The child must learn how to play. The living bearers of the play tradition are adults and older children, who know how to play. They pass play rules, play topics, ways of playing with toys to the youngest children. Especially mixed-age groups are bearers of the play tradition.

Younger children observe the older ones in their play activities and begin gradually to take part in the play. At the present time, however, the number of mixed-age groups is decreasing: nursery school children are usually grouped in classes of the same age, there are not so many children in families and the leisure of older children is usually taken up by some organized activities. This situation means that the passing of the play tradition from generation to generation is disturbed; thus, the toy develops into a means of passing the play tradition as a specific object that, in a condensed form, contains play and forms of play activities. Mass production of toys is one of the factors influencing the nature of play. Some toys are connected with family life, others reflect the new developments - cosmonauts, robots or tools that reflect the present-day state of technology. If toys help to create the topic of the play and if they begin to influence the nature of topic-oriented play, they give a new content to play and renew the play tradition.

1 preschool education, 1 play, 1 toy, 1 group, 0 heterogeneity, 1 adult, 0 function; 142951

229. NORDHOFF, I.: Blau in Blau ! /Blue in blue./

Spielen und lernen, 1984, No. 11, pp. 80-81.
3 photographs.

This is an interesting topic for observation and play activities, motivated by a story about an Australian bird that collects blue things. The children looked for blue things at home and during their walks and made collections. They liked the play very much.

1 preschool age, 1 play, 0 colour; 142951

230. Pamaytka po proverke sostoyaniya igrovoy deyatelnosti v doshkolnykh uchrezhdeniyakh. /Instructions for checks of the level of play in preschool child care facilities./

Doshkolnoye vospitaniye, 1984, No. 1, pp. 26-28.

Led by the effort to improve the use of play as a means of educating children, the Ministry of Education of the Russian Soviet Federative Socialist Republic issued, in cooperation with the Central Preschool Methodology Centre, instructions for checks of the quality of play. Means to be used for these checks include a talk with the respective teacher, observation of children in the course of play, a talk with the children, study of the documentation of the respective class and the whole preschool child care facility. Instructions are given on how to discuss the quality of play with the teacher, how to observe children in the course of their play, what methodological help the headmistress should give with respect to play.

1 preschool age, 1 play, 1 educator, 0 inspection, 0 Soviet Union; 142951

231. PETROVA, E.: Myastoto i rolyata na igrata v pedagogicheskiya protses. /The position and role of play in the process of education./

Preduchilishtno vǎzpitanie, 32, 1984, No. 3, pp. 2-6.

1 photograph.

The article analyzes the integrating role of play and its implementation in the course of play activity both in special classes and outside them. The author discusses various kinds of play from the viewpoints of theory and practice,she gives a number of methodological recommendations, stressing the importance of play as a method and as a form in which the children master the educational content of the individual subjects.

1 preschool education, 1 play, 0 typology, 0 importance; 142951

232. Pojďme si hrát. /Let us play./

Rodina a škola, 31, 1984, No. 1, p. 4.

These are suggestions for parents showing how to motivate joint play with their children. One of the possibilities is the exchange of the parental role with the child. This enables the parents to get a comparatively precise picture of themselves through their child's eyes.

1 preschool education, 1 play, 1 parents, 0 motivation; 142951

233. Spielend lernt Ihr Kind die Wirklichkeit. /Your child gets to know the reality through play./

Spielen und lernen, 1984, No. 11, appendix /20 pp./. 14 photographs.

This is information for parents about the Playmobil system - a set of toys for children aged 2 to 12. It is designed primarily for imitative, dramatizing and constructive play. It represents the child's gradually enlarging world represented by figures and various accessories enabling the forming of sets, the extending and enriching of play possibilities. This material, well-balanced both aesthetically and functionally, is excellent for use especially in group education and its educational use is immense. The information is supplemented with many photographs showing that since the year 1971, when the first figures came into being, the set has developed considerably, containing not only the world surrounding the child but also the world in the real sense of the word, with its past as well.

1 preschool education, 1 group education, 1 play, 1 toy, 0 innovation, 0 Playmobil; 142951

234. ŠIKLOVÁ, D.: K pojetí a metodice volné hry. /On the conception and methodology of spontaneous play./ .... et al.

Predškolská výchova, 38, 1983/1984, No.5, pp. 2-9.

The spontaneous play of children in the crèche is an activity that does not follow any aim laid down in advance. It develops in an optimum way if the following conditions and factors are respected: As for the child's personality - the nurse must know and respect age, type and individual specifics of the child and the effect of the child's family background. The nurse's personality is the decisive factor in the education of children. Her abilities and attitudes, such as interest, recognition, tolerance, understanding, acceptance of the child as he is, the ability to imagine herself in the other person's position are of basic importance for the development of children's play. As for the choice of play, it is necessary to respect the child's basic choice of what he will play with and in what way. The nurse's intervention in play may be either direct or indirect. The nurse should observe the playing children so as to be able to choose the correct way of intervening, if necessary. The course of children's spontaneous play is also influenced by the correct organization of nurses' work and suitable material equipment of the crèche.

1 crèche, 1 play, 0 optional, 1 children's nurse, 0 function; 142951

235. Vospitaniye detey v igre. /The education of children through play./

Edited by A. K. Bondarenko and A. I. Matusik.
2nd revised edition.
Moscow, Prosveshcheniye 1983.
Reviewed by: Kamalina, L.
Doshkolnoye vospitaniye, 1984, No. 6, pp. 82-83.

The publication discusses the development of children's creativity through play. Attention is drawn to the great educational possibilities of toys as means of implementing the intention to play. Various toys are enumerated, with quantities recommended for the second younger class of nursery school children; various didactic games are recommended, too. The authors point out the suitability of using books and pictures for enlarging the topics for play. One of the chapters discusses the utilization of play for forming the children's relation to the collective, for the development of children's activity, purposefulness and interest in work. All recommendations and methodological instructions given in the book have been tried out successfully in practice.

1 nursery school, 1 play, 1 toy, 1 creativity, 1 group education, 0 publication; 142951

5.2.1 Typology of play

236. Ausdrucksspiel aus dem Erleben. /Expressive play based on experiences./ Written by Ch. Bauer-Traber et al.

Bern, Zytologge Verlag 1984.
Reviewed in: Der Schweizerische Kindergarten, 74,
1984, No.12, p. 25.

The working group "Dramatic play" has prepared this handbook for nursery schools, schools and adult education. In introduction, the authors explain what expressive play is, who it is designed for, how it came into being. This is followed by suggestions for dramatizing play that serves as preparation for the expressive play itself.The explanation is supplemented with examples. Texts, short stories, fairytales or picture books can be used as the basis for expressive play. Play without texts is stimulated by natural phenomena, symbols and everyday situations. The book contains lists of books and music suitable for the individual age groups.

1 nursery school, 1 literary education, 1 dramatization, 0 play; 142963, 142951

237. DIMITROVA, N.: Izpolzuvane na didaktichnite igri izvăn zanyatiyata. /The use of didactic games outside classes./

Preduchilishtno văzpitanie, 32, 1984, No. 3, pp. 10-15.
1 photograph, 1 table, 2 refs.

Didactic games are discussed as a means of the education of children. A model classification of these games connected with the topic of autumn is presented. Games are classified according to the goals and complexity and in keeping with the teacher's and the children's experience. Examples of games are presented with the aim, the cognitive content, description of activity, rules and didactic orientation.

1 preschool education, 1 nursery school, 1 didactic game, 0 function; 142951

238. MILENSKI, I.: Za răkovodeneto na syuzhetno-rolevata igra. /Guiding a topic-oriented game./

Preduchilishtno văzpitanie, 32, 1984, No. 3, pp. 16-19.
1 photograph, 4 refs.

The article deals with typical shortcomings in guiding the topic-oriented games. The author differentiates the causes from the viewpoint of the game specific. Characteristic features of determining the game conditions by children and their evaluation are connected with the level of preschool children's play culture. Stress is laid on the teacher's role in the complicated and sensitive process of guiding these games. The author mentions principles that the teacher should adhere to. The teacher should: 1/ know the theoretical and practical regularities of play development as a form of organizing the process of education; 2/ have an idea, in advance, of the effects of play; 3/ know the age and typological specific of children; 4/ not use expressions like "This is not the way to play it", or "You must play together"; he/she should create conditions for education /through play/ for companionability. It is not suitable to force children that do not want to play, it is far better to try and evoke their interest.

1 preschool education, 1 play, 0 topic, 1 educator, 0 function; 142951

239. PETITIER, J.: Le jeu dramatique. /Dramatic play./ L'éducation enfantine, 1983/1984, No. 6, pp. 4-7. 4 photographs.

The author deals with the problems of developing dramatic play in the nursery school. Dramatic play helps to develop the cognitive abilities, to cultivate the child's aesthetic expression and to develop the social relations among children. They offer the teacher an opportunity of getting to know the child, his qualities and his relations to the world. Dramatic play begins to develop systematically ever since the beginning of the child's nursery school attendance. It helps to improve the child's communication through words and gestures.

1 nursery school, 1 play, 0 dramatization; 142951

240. **VELEVA, D.:** *Provezhdane na syuzhetno-roleva igra v III grupa.* /Topic-oriented role-playing in class three./

Preduchilishtno vǎzpitanie, *32*, 1984, No. 4, pp. 31-33.
1 photograph.

Discussing education through topic-oriented role-playing, the author mentions some ways of guiding the play, play selection, play activity and evaluation. At first, the teacher explains to the children the real tasks of persons they are to play and the social and moral importance of their work /e.g. in a play at hospital/. The children choose roles and the teacher should help them with the organization of the stage - it is sufficient to ask where they would like to have this or that part of the stage. Groups begin to play but they sometimes find it difficult to establish contact between the individual groups. The teacher may joint the play in the role of one of the persons, pointing out tactfully the roles to the individual "actors". The children accept the teacher as a play partner. When evaluating the play, the teacher mentions that the children helped one another and that this was why they liked the play. When the play is repeated, it needs some variations. The teacher does not take part in the play, she intervenes only seldom, at the right moment and with tact. The children decide which role should be played by whom and give reasons why - this agreement on the division of roles and the final evaluation made by the children are important parts of the play. The children learn to guide others and to subordinate, they gain group experience.

1 nursery school, 1 play, 0 topic, 1 group, 0 activity, 1 educator, 0 function; 142951

5.3 Toy

241. Americké plyšové hračky pro děti a dospělé. /American soft toys for children and adults./

Hračka, 19, 1984, No. 4, p. 22.

The article presents information from the Plaything magazine, 1984, Nos. 2 and 4. Soft toys are in great demand on the American market. In the year 1983, the sales of soft toys amounted to 314 million dollars /compared with 281 million dollars reached in the year 1982/. The decisive sales aspects of soft toys are their colour, safety and feel. The customers demand good workmanship and softness, besides high quality. At the present time there is an increase in demand for soft toys for sucklings and toddlers.

1 preschool education, 1 toy, 1 trade, 0 United States; 142951

242. BOSHNYAKOVA, I.: Izrabotvane na igrachki-samodelki. /The production of self-made toys./

Preduchilishtno vǎzpitanie, 32, 1984, No. 5, pp. 27-28.
10 figs.

The author describes concrete practical experience and gives methodological instructions for the production of toys /a water mill, umbrellas, figures made of thin wire, boats made of bark, dolls made of textile/. Sketches make it easier to understand the instructions.

1 preschool education, 1 toy, 0 creation, 0 experience; 142951

243. ČERNÁ, M.: Přínos současné orientace SUPŠ Praha. /The present-day orientation of the secondary school of arts and crafts in Prague and its contribution./
Hračka, 19, 1984, No. 3, pp. 11-14.
6 photographs.

A review is given of the successful production of toys and small decorative objects designed at the secondary school of arts and crafts in Prague-Žižkov in the course of the past four years. Descriptions are given of a number of high-quality designs for wooden and textile toys and aids for nursery schools. It is a pity that these designs are not used in factory production, that they actually never get to children, for whom they are designed.

1 preschool education, 1 toy, 0 creation, 0 secondary vocational school; 142951

244. *Československá hračka včera a dnes.* /Czechoslovak toys in the past and at present./

Hračka, 19, 1984, No. 1, pp. 11-14.
8 photographs.

This is information about a new column in the Hračka magazine, designed to document gradually the development and production of toys on the territory of Czechoslovakia. The editors turn to the readers, asking them for cooperation as they would like to collect rich material that could be used as the basis for a thorough study of toy-making. The material could also become a part of the basic fund of the Czechoslovak museum of toys and educational aids.

1 preschool education, 1 toy, 1 specialized journal, 0 information, 0 Czechoslovakia; 142951

245. DVOŘÁKOVÁ, V.: S čím si hrát. /What should the children play with ?/

Rodina a škola, 31, 1984, No.6, p.7.

Proceeding from Comenius' definition of the role of play, the author discusses viewpoints used for evaluating toys: educational, aesthetic and hygienic ones. Mechanical, didactic and motion toys should be selected with respect to the child's age and to the purpose they are to serve. Toys that the child can only look at are unsuitable. The child should be taught to put his toys away and to handle them carefully.

1 preschool age, 1 toy, 0 typology, 1 educational care; 142951

246. FLADE, H.: Dřevěné hračky z Krušných hor- tradice i současnost. /Wooden toys from the Erzgebirge - a tradition and the present./

Hračka, 19, 1984, No. 3, p. 4.

This is an abstract from a paper read by the industrial designer Helmut Flade at the 3rd symposium on toys that was held in Semily. The paper deals with the artistic and manufacturing conception of the toy-making factory VERO Olbernau that is based on the tradition of toy-making in the Erzgebirge and its further improvement. Toys made by the VERO factory offer a wide scope for the child's creativity, bringing him into contact with wood as the basic natural material. New play programmes developed at the present time are designed for teaching the children screwing, woodworking and forming.

1 toy, 0 production, 1 wood, 1 work education;
142951

247. GORNOSTAYEVA, L.: *Igrushki detyam.* /Toys for children./

Doshkolnoye vospitaniye, 1984, No. 1, pp. 19-21.

Constant attention is paid to the production of toys in the Soviet Union. In the year 1918, a museum of toys was set up on the initiative of A. V. Lunacharskiy.State supervision of the production of toys was introduced in the year 1934 and in the same year a committee on toys was set up at the ministry of education. Its active members included well-known Soviet scientists, such as K. N. Kornilov, D. B. Elkonin, Ye. A. Flerina, A. P. Usova. In the year 1949, a council on toys was set up at the ministry of education to deal with artistic and theoretical problems; at the same time, commissions consisting of specialists in the sphere of play and toy, i.e. educationalists, psychologists, physicians, artists, production and trade representatives as well as state quality inspectors, were set up at ministries of education of the autonomous union republics and at regional and district departments of education. These commissions approve new toy designs and supervise toy production. Besides, they deal with problems connected with supplying child care facilities with toys. The increasing of toy production, the enlarging of the assortment of toys and the improving of their quality was one of the points on the agenda at a session of the council of ministers of the Soviet Union in January 1983. The respective ministries got the task to prepare measures for improving toy production, especially with respect to group toys, and toy sets developing children's creativity, and to introduce these measures by the end of the 11th five-year-plan period.

1 preschool age, 1 toy, 1 production, 0 improvement, 0 Soviet Union; 142951

248. GÜRTLER, H.: Kriegsspielzeug in Kinderhänden. /War toys in children's hands./

Spielen und lernen, 1984, No. 6, pp.16-18.
2 photographs.

This is a contemplation of war toys that are offered on the market in a wide choice. In the author's opinion, the solution lies not only in the restricted production of these toys but also in a change of the attitude to these toys in a broad social context. This means, in principle, a completely different attitude to the settlement of interhuman conflicts.

It is the author's opinion that these toys will be found desirable by children as long as conflicts in the world of adults are settled by war. It has been proved that play with war toys is always aggressive and that it evokes aggressiveness.

1 toy, 0 production, 1 war, 0 topic, 1 aggressiveness, 0 West Germany; 142951

249. HORYNOVÁ, A.: Historické hračky z depozitářů hradů a zámků středních Čech. /Historical toys from the depositories of Central Bohemian castles./

Hračka, 19, 1984, No. 1, pp. 6-7.
3 photographs.

The author outlines a brief history of the development of toys since ancient times till the second half of the 19th century. The second part of the article informs about an exhibition called "The world of the small ones - a small world" that was installed at the Křivoklát castle on the initiative of the state centre on care for historical monuments and nature conservation in Central Bohemia. This exhibition concentrates the most interesting historical toys and curios from Central Bohemian castles.

1 toy, 0 development, 1 exhibition, 0 Czechoslovakia; 142951

250. Hračka očima dětí. /Toys through children's eyes./
Hračka, 19, 1984, No. 2, p. 10.

The results presented here were gained in a small scale survey conducted in nursery schools with the aim of finding out the children's most popular toys.

The children were asked to draw their most popular toys and also toys that they would like to have. Cars and lorries of the most varied makes were in the first place in the boys' choice. These were followed by dolls chosen mostly by girls, toys that have remained popular for centuries. Soft toys took the third place. Puppets and puppet theatres came next. The whole selection does not contain toys that symbolize work activities, tools. This calls for some reflection. Is what the children have drawn a reflection of their own interests or does it reflect the assortment of toys that are on the market ?

1 toy, 0 popularity, 1 preschool age, 0 research;
142951

251. Hračka představuje. /The Hračka magazine introduces.../
Hračka 19, 1984, No. 2, pp. 8-9.
6 photographs.

The article deals with the views and work of Marie Hozmanová, an industrial designer from the design department of the national enterprise Hamiro, Příbram.

Her rollers, folders, dolls' furniture, stylized cars and lorries, helicopters and other products are characterized by high functional qualities, simplicity, tasteful design as well as high didactic value. Marie Hozmanová often designs toys and play elements for preschool facilities, too . Her design of a "ship" - a multi-purpose play element for the nursery school outdoor use - can be used as an example.

1 preschool age, 1 toy, 0 creation, 0 Hozmanová, M.;
142951

252. Hračka představuje. /The Hračka magazine introduces.../
Hračka, 19, 1984, No. 3, pp. 20-21.
4 photographs.

The article evaluates the work of Marie Černá, who has been designing toys in the design department of the national enterprise Hamiro Příbram for many years. Her designs often appear in the production programme of Tofa Semily, a producer with whom she has been cooperating for long years. Marie Černá is the author of many cubes, magnetic puzzles, social games, wooden theatres, textile figures and glove puppets. Besides, she devotes herself to illustrations and applied graphic art in the form of plastic cut-outs, transfer pictures, paper toys, paint books and the like that are produced by the Albatros publishing house.

1 preschool age, 1 toy, 0 creation, 0 Černá, M.;
142951

253. Hračka představuje. /The Hračka magazine introduces.../

Hračka, 19, 1984, No. 4, pp. 16-17.
6 photographs.

This is a portrait of Ladislav Maděra, who designs technical toys in the national enterprise Koh-i-noor Hardtmuth, works No. 09 in Trhové Sviny. Ladislav Maděra designs most frequently new car models for toy racetracks. So far, about 25 products have been designed by him. He has also designed a number of clockwork cars and Formula one toy racing engines.

1 preschool age, 1 toy, 0 technical structures, 0 Maděra, L.; 142951

254. HRNÍČKO, V.: Technická hračka 1870-1945. /Technical toys in the period 1870-1945./

Hračka, 19, 1984, No. 4, p. 9.
4 photographs.

This is information about an exhibition called "Technical toys in the period 1870-1945" that was prepared by the Central Bohemian Museum in Roztoky near Prague in cooperation with the National Technical Museum.

1 toy, 0 technology, 1 exhibition, 0 Czechoslovakia; 142951

255. JANUS, H.: Múzeum hračiek. /A toy museum./
Predškolská výchova, 38, 1983/1984, No. 5, p. 29.

There is a toy studio and a museum at the Zoltán Kodály music institute in the Hungarian town Kecskemét. The museum cooperates with the local education authorities, with schools as well as pre-school facilities. Artists from the studio make the children familiar with various materials, they show them how to make toys by themselves. The museum collection contains about 1,500 exhibits. These comprise toys found on the territory of Hungary since the ancient times till World War II. A special display shows folk toys made of wicker, corn straw and wood.

1 toy, 0 folk, 1 museum, 0 Hungary; 142951

256. Nedožité jubileum Libuše Niklové. /An anniversary of the late Libuše Niklová./
Hračka, 19, 1984, No. 4, p. 10.
3 photographs.

This medallion is devoted to an outstanding toy designer, who worked as an industrial designer in Fatra Napajedla. Libuše Niklová designed a number of soft toys made of rubber and plastics, utilizing perfectly the qualities of these materials. Inflatable toys, which are popular especially for play in water, can serve as an example.

1 preschool education, 1 toy, 0 design, 0 Niklová, L.; 142951

257. Norimberk 1984. /Nuremberg 1984./

Hračka, 19, 1984, No. 2, pp. 6-7.

An evaluation of the situation at the international toy fair held in Nuremberg is supplemented with a comparison of the level of home production with the present-day level of toy design and development abroad.

1 preschool education, 1 toy, 0 fair, 0 West Germany; 142951

258. OPRAVILOVÁ, E.: Funkce hračky v současnosti. /The toy and its present-day functions./

Hračka, 19, 1984, No. 3, pp. 2-4.

This is the substantial part of a paper read at the 3rd symposium on toys held in Semily. The author reflects on the development of the primary and secondary function of the toy since ancient times up to the present. She presents the results of an experiment conducted by E. I. Tikheyeva, the views of B. A. Arkin and D. B. Elkonin on play and toy, as well as facts concerning ethnographic and historical studies. The primary function of the toy lies in the fact that any object that the child uses for his play is, in fact, a toy. This means that any object surrounding the child contains the possibility of becoming a toy and offering the child valuable experience. Therefore, it is not necessary to devise needlessly and forcefully toys by stylizing and miniaturizing objects that may fulfil their role directly. The secondary function of toy is understood in the sense that the toy is an object made directly for play, the creation and schematization being made by an adult.

1 child, 1 toy, 0 function; 142951

259. OPRAVILOVÁ, E.: Textilní knížky z Japonska. /Textile books from Japan./

Hračka, 19, 1984, No. 2, pp. 4-5.
3 photographs.

This is detailed information about an exhibition of textile and plastic books designed for children with various forms of sensory, physical and mental handicaps, that was held by the Japanese company Kai-sei-sha in the year 1979. The exhibition evoked extraordinary attention of both professional and general public. In the second part of the article the author deals with the educational importance of textile books for very young and preschool children, presenting a classification of these books with respect to the kind of activity that can be developed by the child in the course of handling such a book. The article calls for the production of textile books that could be a welcome contribution not only for work with handicapped children but also for education in the family, in the crèche and in the nursery school.

1 preschool education, 1 handicapped, 1 toy, 0 new, 1 children's book, 0 textile, 0 Japan; 142951

260. Panenka v zrcadle staletí. /The doll in the mirror of centuries./

Hračka, 19, 1984, No. 3, p. 22.
1 ref.

This is information about a specialized exhibition that documented the development of dolls since ancient Rome till nowadays. The exhibition was held in Paris by the end of the year 1983. The exhibition has shown that the doll is not only an object of children's play but it also turns into an important collection and study material for ethnographers, historians and sociologists.

1 toy, 1 doll, 0 development, 0 exhibition, 1 ethnography, 1 sociology; 142951

261. PANTINA, N. - MIKHAYLENKO, N. - KOROTKOVA, N.: Igrachkata - sredstvo za organizirane na igrovata deynost. /The toy as a means of organizing play activity./

Preduchilishtno vǎzpitanie. 32, 1984, No. 3, pp. 31-34.

This paper by Soviet authors deals with problems of children's play in general and in particular /locomotive, didactic, topic-oriented play/, the development of play in relation to the child's development /connection with object activities, more general nature, grouping and subordination to plan, role-playing, group development of the topic/, the role of toy in the organization of the play/ it determines the topic, gives an impulse for play, helps in role playing, substitutes a partner/. Problems discussed here include the quantity of toys a child should have /it is necessary to know what kind of a toy the child needs and when, what ability the toy develops/, the connection of play with toy.

1 play, 1 toy, 0 function, 1 age specifics; 142951

262. PERNES, J.: Vystřihovánky Vladimíra Smrčky. /Cut-out books by Vladimír Smrčka./

Hračka, 19, 1984, No. 4, p. 5.
3 photographs.

This article informs about an exhibition of illustrations and plastic paper toys /cut-outs/ by Vladimír Smrčka. The exhibition was held in the Historical Museum in Slavkov near Brno.

1 preschool education, 1 toy, 1 cut-out book, Ø exhibition; 142951

263. Pohádkový svět Jarmily Šimkové. /The fairytale world of Jarmila Šimková./

Hračka, 19, 1984, No. 3, pp. 6-7.
13 photographs.

This is information about a successful exhibition of toys designed by Jarmila Šimková. The exhibits were displayed in the exhibition hall of the national enterprise Kniha in Vodičkova street in Prague. The exhibition was called "Joy for the children".

1 preschool education, 1 toy, Ø creation, Ø Šimková, J.; 142951

264. Pro zábavu i rozvoj intelektu. /Hry na principu Rubikovy kostky./ /For entertainment as well as intellectual development. Puzzles on the principle of Rubik's cube./

Hračka, 19, 1984, No. 2, pp. 20-21.

Six new puzzles described here are called Tantalizer, Magic balls, Planets, The Incas' cube, Chewing gum and Puck. These are logical and intellectual puzzles that can be divided into two large groups. One of them comprises puzzles with separate or demountable elements, the other one includes puzzles containing inseparable elements that always form a whole. The second group includes a number of puzzles to be solved by turning the individual elements or groups of elements. Common features of all these puzzles are three-dimensionality and the arrangement of elements in space.

1 preschool education, 1 play, 0 new, 1 thinking, 0 development, 0 Rubik; 142951

265. SCHÖNFELDT, S.: Spielzeug: so alt wie unsere Welt. /Toy: As old as our world./

Spielen und lernen, 1984, No. 12, pp. 16-20.
4 photographs.

This is a reflection on the importance of the toy in the child's life, connected with a contemplation of the history of the toy. The author points out that the toy is a reflection of the period in which the child lives and an evidence of the level that the society has reached in its cultural, social, material and technical development. She poses the question of how the future generations will evaluate the toys of the present-day children, which are perfect and highly sophisticated in many respects /electronic kits, computers/. In her opinion, even a today's child seeks among these toys simple ones, such as a textile doll made at home or a ship made for the child of pine bark by the child's father, and prefers these toys because they are symbols of interhuman links between children and adults.

1 preschool education, 1 toy, 0 innovation, 0 tradition; 142951

266. ŠKOP, O.: Ergonomie a tvorba hračky. /Ergonomics and toy design./

Hračka, 19, 1984, No. 2, pp. 2-3.

The author recommends the use of ergonomics for the development and improvement of toy design, considering its closeness in content as well the interdisciplinary nature of its methodology. Some ergonomic methods and standards could be used as the basis and modified, especially the way of developing and using them for toy design, for the determination of their qualities with respect to the somatic and mental criteria of children's qualities and abilities. Ergonomics modified in this sense would thus form a platform for uniting the hitherto divided views of psychologists, educationalists, creative artists, technicians, economists and children.

1 child, 1 toy, 1 ergonomics, 0 use; 142951

267. Úspěch Rubikovy kostky impulsem pro další rozvoj.
/The success of Rubik's cube as an impulse for
further development./ Edited by M. Rynešová.
Hračka, 19, 1984, No. 1, pp.4-5.

This is detailed information about the present-day production of toys and puzzles in Hungary. The author of the article used a number of facts published in the Igra magazine, 1983, No. 3. It can be observed that the development of toy design used to be spontaneous and sporadic till the emergance of Rubik's cube but,under the influence of the extreme success of this puzzle, new inventions began to appear in mass, contributing undoubtedly to the boom of toy-making and were reflected also in investments and organization of work. The developments have confirmed that good quality, a modern appearance and an attractive packing are unchanging factors of success. The biggest boom has been observed recently in the sphere of logical and didactic games and puzzles. Interesting innovations of wooden toys have appeared; by the way, wooden toys account for 50 p.c. of all toy exports from Hungary. Electronic games and kits also have a good future.

1 toy, 0 innovation, 1 thinking, 0 development, 0 Hungary, 1 play; 142951

268. VOKÁČOVÁ, V.: Hračky a šperky Jarmily Jeřábkové. /Toys and jewelry by Jarmila Jeřábková./

Umění a řemesla, 1984, No. 3, pp. 37-38.
5 photographs.

The domain of Jarmila Jeřábková's creative activity are toys, which have been in the focus of her attention since the year 1975. She has participated in a number of exhibitions both at home and abroad; through the Czech Visual Arts Fund, she participates in the activities of the International Council on Children's Play. Her toys remind of the folk style, they are made of natural materials, clean in style and ingenious in the variability of use - puzzles, dolls, animals, toy trains and toy trucks.

1 preschool age, 1 toy, Ø creation, Ø Jeřábková, J.; 142951

269. VONDRUŠKOVÁ, A.: Hračky z produkce ÚLUV. /Toys made in the Folk Art Centre./

Hračka, 19, 1984, No. 4, pp. 1-4.
6 photographs.

Toys made by the Prague Folk Art Centre are discussed. The Folk Art Centre produces comparatively many types of toys, all of them being in some way connected with the traditional folk art and toy-making. Some of these products have changed their role at the present time. They have ceased to be toys in the eyes of consumers and are considered to be souvenirs.

This is true, e.g., of figures made of corn straw, miniature objects made of ceramics, dolls dressed in national nad regional costumes as well as toy animals made of wood and straw, the reason being the originality of these products and a strongly-felt lack of tasteful souvenirs that makes the consumers try to substitute them by other aesthetic ally valuable products.

1 preschool education, 1 toy, 0 production, 0 Folk Art Centre; 142951

270. Výstava M. Schénera v Praze. /Mihály Schéner's exhibition in Prague./

Hračka, 19, 1984, No.1, p. 16.
 1 photograph.

This is information about an exhibition of art objects made by the Budapest artist Mihály Schéner, organized by the Centre of Hungarian Culture in Prague. This artist focuses on toy as an object of art. This can be documented by a set of wooden figures called The Barrel, King Bitter Goatee, King Sweet Melon, King Sour Gherkin.

1 preschool education, 1 toy, 0 exhibition, 0 Schéner, M., 0 Hungary; 142951

271. **WOLFOVÁ, E.:** Příbramské lidové hračky. /Folk toys from the Příbram region./

Hračka, 19, 1984, No. 2, pp. 11-14.
11 figs.

This historical and ethnographic study concentrates on the problems of folk art and the production of home-made toys in Příbram and its surroundings. Proceeding from historical facts and an analysis of the materials collected in the course of ethnographic studies, the author states that the region of Příbram used to be one of the oldest centres of the production of home-made toys in Bohemia, thus belonging to the history of toy-making in Central Europe in the 18th and 19th centuries with respect to a number of connections and relations. The largest collections of toys from Příbram can be found in the ethnographic department of the Historical Museum - the National Museum in Prague, in the museums in Klatovy and in Příbram. At the present time, the Folk Art Centre has included copies of these old toys in its production programme.

1 toy, 1 folk art, 0 history, 0 Bohemia; 142951

272. **WOLFOVÁ, E.:** Příbramské lidové hračky. /Folk toys from the Příbram region./

Umění a řemesla, 1984, No. 2, pp. 55-59.
14 photographs.

The Příbram region was one of the areas that participated significantly in the development of folk art since the 18th century. Toys from Příbram attracted attention by the end of the 19th century. Proceeding from historical information and ethnographic studies, it can be stated that Příbram and its surroundings used to be one of the oldest centres of folk toy-making both in Bohemia and in Central Europe. Children's toys form a significant part of the production programme of the Folk Art Centre in Prague and this is why several types of Příbram toys have been selected by this centre for production. These are precise copies and most of these products are in high demand as export goods.

1 preschool education, 1 toy, 0 development, 0 Příbram; 142951

273. *Za săvremenni mekhanizirane igrachki.* /The present-day mechanical toys./

Preduchilishtno văzpitanie, 32, 1984, No. 6, pp. 27-28.
1 photograph.

These are minutes from a meeting of the representatives of school and preschool administration authorities, theoretical educationalists and the light industry dealing with the importance of mechanical toys for children and the need to produce such toys. In conclusion, a decision was reached to import the mechanisms for such toys from abroad and to add Bulgarian design, thus giving the toys forms and names that are familiar to Bulgarian children. In any case it is necessary for the children to get familiar with remote-control toys /developing their technical thinking/. It is necessary to solve problems of toy life, colour design and also of toy prices.

1 preschool education, 1 toy, 0 technical structure, 1 foreign trade, 0 Bulgaria; 142951

274. Změny v pojetí hračky a hry v současnosti. /Present-day changes in the conception of toy and play./
Hračka, 19, 1984, No. 4, pp. 6-7.

These are excerpts from an interesting paper by Professor Jacques Henriot, presenting a new attitude to the problems of play and toy at the present time. The paper was read at the congress of the European Toy Institute in Nice. Professor Henriot tries to interconnect practical problems of toy-making with the results of theoretical reflections in the sphere of the sociology of play and toy.

1 play, 1 toy, 0 production, 1 sociology; 142951

275. ZÍKOVÁ, B.: Lidové hračky ve sbírkách národopisného oddělení klatovského muzea. /Folk toys in the ethnographic collections of the museum in Klatovy./
Hračka, 19, 1984, No. 4, pp. 11-14.
17 photographs.

The collections of the museum in Klatovy comprise

437 exhibits; these are not only items of local provenance, they include complete collections of toys of Czechoslovak as well as Slavonic origin, especially Russian, Polish and Yugoslav toys. In the past, Klatovy used to belong to significant production centres of home-made wooden and clay folk toys.

1 toy, 1 museum, Ø Bohemian; 142951

276. Životní jubileum prof. Viktora Fixla. /A life jubilee of Professor Viktor Fixl./

Hračka, 19, 1984, No. 1, p. 1.
1 photograph.

This medallion is devoted to a significant personality of Czechoslovak toy-making - Professor Viktor Fixl - on the occasion of his 70th birthday. All through his life, Viktor Fixl designed toys and, simultaneously, built purposefully the toy design in Czechoslovakia. It was thanks to him that the toy design section of the Secondary School of Arts and Crafts in Prague got clear educational and artistic orientation. Besides, he organized specialist meetings and exhibitions of Czechoslovak toy design both at home and abroad. His own work concentrates all progressive elements of classical folk toys, while respecting fully the needs and mentality of a present-day child. Viktor Fixl concentrated mainly on wooden toys, especially on construction kit elements, revealing unexpected construction possibilities in this sphere.

1 preschool age, 1 toy, 0 organization, 0 Fixl, V., anniversary; 142951

277. Žižkovská SUPŠ vystavuje. /A display prepared by the Secondary School of Arts and Crafts from Prague-Žižkov./

Hračka, 19,1984, No. 3, p. 15.
3 photographs.

This is information about a display showing the works of students from eight sections of the Secondary School of Arts and Crafts in Prague 3. The exhibits were displayed in the new Atrium exhibition hall in Žižkov. The design section for toys and small decorative objects, led by V. Kubát, displayed strings, rollers, simple wooden toys for the youngest children, educational panels, small-scale models of objects for nursery school interiors and gardens, untraditional brickboxes, textile glove puppets and string puppets. It was obvious that the toys designed by the students were on a high aesthetic and artistic level and that they also met hygienic, didactic and other requirements.

1 preschool age, 1 toy, 1 exhibition, 0 Czechoslovakia; 142951

278. JARDINIER, A.: La préparation écrite de la classe. /Preparation for classes in writing./

L'école maternelle française, 1984/1985, No. 1, pp. 11-30.

12 tables.

The paper contains a detailed analysis of problems connected with preparation for classes done in writing. The starting point of the contemplation is formed by a characterization of three stages of the process of education: a/ before its beginning - contemplation of the subject matter, organizing, choice of teaching aids; b/ in the course of the process - observation of one's own educational work; c/ the final stage is an analysis of children's positive results as well as failures and an assessment of the suitability of the teacher's approach. Further, the author characterizes six forms of written preparation for classes, supplementing the characterization with numerous concrete examples. In conclusion, the author expresses the opinion that preparation should lead to an ever deeper understanding of the children's needs and to their better adjustment to their social background and to everyday life. Stress is laid on the necessity of strengthening the psychological and sociological aspects of the process of education.

1 nursery school, 1 education + process, 1 educator, 1 preparation for classes; 142913

279. THODORESCU, N.: Strategii şi conţinut in invăţarea matematicii de către preşcolari. /Strategy and content of teaching mathematics to preschool children./

Revista de pedagogie, 33, 1984, No. 1, pp. 9-12.
   1 ref.

The introductory part of this paper on the process of instruction and its factors, on the instruction of preschool children and the child's developmental stages deals with the aims and methods of teaching preschool children, special attention being paid primarily to the development of correct and precise speech.

1 preschool age, 1 mathematics, 0 conception; 142953, 146729

6.1 Learning and other psychological aspects

280. CLAYES, R.: Éducation physique. /Physical education./
L'école maternelle française, 1983/1984, No. 8, pp. 1-7.
   5 charts.

The article is subtitled A relation between the observation of a child's behaviour, the naturalness of the educational situation and the teacher's intervention. Having given a brief characterization of the teacher-pupil relations in the process of education, the author deals with factors that influence the educational situation, e.g. the choice of materials and the material environment corresponding to the children's needs and interests or the creation of various situations in which the child can express himself in multiple ways. Further, the author deals with the methodology of observing the children's performances, the teacher's educational intervention and non-verbal parent-child and teacher-pupil communication. In conclusion, the author discusses the assessment of results reached in physical education and expresses his opinion that the kind of analysis used in physical education can be applied to other subjects, too.

1 preschool education, 1 learning, 1 education + situation, 1 educator, 1 physical education, 0 evaluation; 142953

281. VANČUROVÁ, E.: Zvyky, návyky, zlozvyky. /Good and bad habits./

Děti a my, 14, 1984, No. 1, pp. 6-8.
3 photographs.

The ever increasing demands on man's mental performance may be met only by automating as many operations as possible. If a developing individual is given a possibly simple and clear "instruction" for performing the basic acts in life, a part of his mental energy is left free for qualitatively higher operations. A good habit is a desirable answer to positive stimuli, a bad habits is an adequate and logical reaction to negative stimuli. This is why it is necessary to organize sensibly the child's whole daily routine and to adhere to the following principles: to be a positive example for the child, to keep the demands uniform, to avoid inconsistency, to keep the demands adequate to the child's age, not to forget the emotional aspects.

1 preschool education, 1 habit, 1 good habit, 1 bad habit; 142903, 141109

6.2 Didactic aspects

282. AMOVASHVILI, Sh. A.: Zdravstvuyte, deti ! /Hello, children./

Moscow, Prosveshcheniye 1983.
Reviewed in: Lyamina, G.: K probleme pedagogicheskogo obshcheniya.
Doshkolnoye vospitaniye, 1984, No. 7, pp. 84-85.

This publication is designed for teachers. Describing his experience with the instruction of six-year-old children, the author stresses that the children cannot keep sitting and being quiet; it is necessary to find a way of channelling their activity in a desirable way. Only those who grasp this are suitable to be teachers.

1 preschool education, 1 age of 6, 1 instruction, 0 publication; 142953

283. KOŘÍNEK, M.: Didaktika základní školy. /Didactics of primary school./

Prague, SPN 1984, 176 pp.
Reviewed in: Predškolská výchova, 39, 1984/1985, No. 3, p. 30.

The chapters of the publication deal with didactics and its place in the system of educational science; the aim and content of primary school, the primary school pupil; the substance of the process of education; principles, methods and organizational forms of instruction; organization and administration of instruction at primary school and its material and technical basis.

1 primary school, 1 didactics, 0 textbook; 143119

6.3 Preparation for school

284. BECKER, A.: "Mami, die Schule ist doch ganz anders". /"Mum, the school is really quite different"./

Spielen und lernen, 1984, No. 8, pp. 6-8, 10-11.
7 photographs.

A description of the first day at school, seen through the eyes of a girl, is accompanied by photographs. The author points out that, in spite of all the preparations and explanations, the child lives in a state of extreme mental strain in the first days of his school attendance. The first social conflicts, expectations and frustrations appear. Stress laid on the compulsoriness, responsibility and duty often leads to states of anxiety even in children that are not weak by nature. Most school systems stress the importance of education and knowledge that the children are to gain. It is the author's opinion that it would be more correct from the psychological viewpoint to stress that the school is a place where we learn to live among people, to get on well with them, to cooperate and to share duties.

1 nursery school, 1 transfer class, 1 grade one, 0 contradiction; 142953

285. CURBEMAN, G.: Chtenie bez prinuzhdeniya. /Reading without forcing the child./

Semya i shkola, 1984, No. 5, pp. 22-24.
1 photograph, 4 figs.

This is advice to parents on how to prepare their child for reading. At first, the child should learn to distinguish the individual sounds in words and, later, to substitute letters for sounds. Various puzzles used for the purpose stimulate the child to answer and games used for the purpose encourage the child to say what sound he hears in the respective word and, later, to supply the respective letters to the words pronounced. As soon as the child begins to connect the consonant with the vowel, he has practically mastered the principle of reading. Other games are used to help the child master the technique of fluent reading.

1 preschool education, 1 initial reading, 0 method, 1 parents; 142959

286. IVANOVA, B.: O podgotovke detey k shkole v FRG. /The preparation of children for school in West Germany./

Doshkolnoye vospitaniye, 1984, No. 12, pp. 70-74.

This is information about a set of books helping the children to learn reading through play. They are designed primarily for parents but nursery schools use them, too. "Peter - Reader 1" is a set of cards with selected words, pictures with verse containing the same words as well as books and recommendations for parents and educators. The children can use the cards when playing, e.g. the postman or the photographer; it is the adults' task to explain to them the rules of the game and to read the words distinctly and clearly. Children that have got to know the words printed on the cards can read, themselves, the first book that contains a text consisting of only these familiar words. The following set called "Peter - Reader 2" contains more complicated words and the games are more demanding, too. The children make use of both sets and this widens the possibility of play and reading. A book called "The doll" contains 48 words. "Peter - Reader 3" contains the remaining letters of the alphabet and several books that the children can read by themselves whereas "Peter - Reader 4" completes the stage of initial reading. All these sets have been illustrated by the same painter, the texts are humorous, near to the child's understanding. This aid has been tested in 19 transfer classes and zero grades of primary schools for two years. It will be introduced for use in some nursery schools and schools since the school year 1984/1985. In the methodological instructions, the authors warn the parents against the pursuit of quick success. The final part of the article is called Work with the book and it contains criteria for the selection of children's books as well as a list of 40 books suitable for nursery school libraries.

1 preschool education, 1 nursery school, 1 initial reading, 0 instruction + method, 0 West Germany ;142959

287. KOCH, H.: Ich will nicht zur Schule, Mami ! /I don't want to go to school, Mum./

Spielen und lernen, 1984, No. 2, pp. 14, 16, 18.
3 photographs.

The author analyzes the reasons of adjustment problems at school on the background of an analysis of the case of her own daughter, who had socialization problems at the beginning of her school attendance and refused to go to school. She is of the opinion that the transition to school duties is too sudden for some children and that the demands made by the school are often excessive and inadequate. She also criticizes teachers for being somewhat insensitive to children's sorrows and blue moods that are often characterized as ethical offence. As a psychologist, the author herself dealt with the case quite untraditionally, allowing her child to make her own programme instead of classes and to stay where she wanted instead of going to school. The daughter made use of this possibility only once and her problems got solved very quickly.

1 nursery school, 1 primary school, 1 child, 0 problem; 142953

288. NAVRKALOVÁ, J.: Problém připravenosti dítěte na školu. /The problem of the child's readiness for school./

Predškolská výchova, 38, 1983/1984, No. 11, pp. 1-2.

The main criterion for assessing the child's readiness for school is the child's age, physical fitness, his/her mental and social readiness. Every child attending nursery school is observed continuously and, if necessary, sent to a specialist for an examination. All children showing signs of increased emotional excitability, aggressiveness, unrest, lack of concentration, anxiety, shyness as well as extremely talkative, playful, grimacing, showy children or those that lack independence or have adjustment problems should be examined by a specialist.

1 nursery school, 1 school readiness, 0 examination;
142953

289. *Než zavolá škola.* /Besedujeme o přípravě budoucích školáků./ /Before school begins. A discussion about the preparation of future school children./

Rodina a škola, *31*, 1984, No. 3, p. 3.

This is a discussion with a specialist from the Educational Research Institute, a nursery school teacher and a deputy headmistress of a primary school about the role of parents in their children's preparation for school. The parents should find time regularly for their children - for the development of their speech, independence, obedience, attitude to work. It is necessary to form a correct attitude of the child to school, the child should want to learn, he should be ambitious. School should not be used for frightening the child. The child should be prepared for the possibility of a failure, so as to prevent his disappointment. It is not suitable to compare the child with his brother or sister or a neighbour - every child is different both physically and mentally. It is necessary to think over whether the child is ready to go to school and to consult the nursery school teacher.

1 preschool age, 1 school readiness, 1 family + education; 142953

290. OCMANOVÁ, J.: Příprava dětí na školu. /The preparation of children for school./

Děti a my, 14, 1984, No. 1, pp. 3-5.
3 photographs.

Problems of the preparation of children for school have been given considerable attention in Czechoslovakia for many years. The importance of the preschool education of children was stressed already by Comenius in his didactic system. The results of a number of studies conducted in Czechoslovakia as well as abroad show that the main causes of bad school achievement at the beginning of school attendance mostly do not lie in the respective child's inner prerequisites, that they are rather due to outside circumstances - the impact of the social background, motivation and the like, i.e. that school achievement depends primarily on the extent and quality of the educational care given to the child in the period before his coming to school. It is important primarily from this aspect to prepare the child at the preschool period under the guidance of experienced specialists.

1 preschool education, 1 primary school, 1 grade one, 0 preparation; 142953, 143151

291. PAKSIOVÁ, M. - DOKOUPILOVÁ, I.: Ještě je čas. /There is still time./

Rodina a škola, 31, 1984, No. 2, p. 5.

The basic school requirements the child has to meet when coming to grade one are discussed. Attention is paid to the role of parents in the child's transition from the world of play to the world of the first duties. The child should be led to independence, order, speech culture, perception of the beauty around him.

1 primary school, 1 grade one, 0 preparation, 1 family + education; 142751, 143151

292. PAVLOVA, L. - YEROFEYEVA, T.: V semye rastet budushchiy shkolnik. /A future school child is growing up in the family./

Doshkolnoye vospitaniye, 1984, No. 1, pp. 73-76.

Special preparation of the child for school is important but it does not cover all aspects of preparation for life at school. The authors point out those that are usually neglected. These are care of the child's health, correct daily routine, hardening. The child should have enough opportunities for movement, especially in the open air. Attention should be paid to the time the child spends watching TV. The abundance of impressions excites the child and makes him tired. The child gets used to passive acceptance and it is difficult to make him active, his movement is limited. The parents should activate their child's thinking, ask him questions, ask him about his own opinion etc. By the end of the pre-school period the child develops the habits of social behaviour. It is important that the rules of correct behaviour become a standard of behaviour, the child's inner conviction. The child's relations to his peers also determine his relation to his future school life. It is at preschool age that the child should get to know the principles governing life in a group, he should be able to come to an agreement with others, to make concessions, to help his friends.

1 family + education, 1 school readiness, 1 group education, 1 hardening; 142953

6.4 Teaching aids and technical teaching equipment

293. BORKOVÁ, V.: Práce s bzučákem. /Work with the buzzer./ Predškolská výchova, 38, 1983/1984, No. 5, p. 25.
2 figs.

The buzzer is a simple instrument that reacts to the pressing of the pushbutton with an acoustic and light signal. It was made for the nursery school mentioned here by apprentices receiving training in electronics at an apprentice training centre. The buzzer is used in speech development, especially for the development of phonetic hearing. The children learn to distinguish between long and short vowels by means of the buzzer. The pronounced words are accompanied by the sound of the buzzer. Every type of word /with a certain number and length of syllables/ is trained till the children master it. Another possibility for the children is to use a long shape when they hear a long tone and a short one when a short tone is heard. Having placed the respective shapes in front of them, the children try to find words fitting the pattern. There are also other possibilities of using the buzzer.

1 nursery school, 1 speech development, 1 phonetics, 0 hearing, 1 teaching aid, 0 innovation; 142953

294. BRADY, E. - HILL, S.: Young children and microcomputers. Research issues and directions.

Young Children, 39, 1984, No. 3, pp. 49-61.
1 photograph, 91 refs.

This is a survey of studies made so far and concentrating on the use of computers in preschool education and in conditions in which the computers can be used in preschool education. Outstanding issues enumerated here concern the use of this untraditional aid as well as the preparation of programmes and teacher training. On the whole, however, it can be stated that, considering the specific nature of the child's thinking, the use of computers can become a supplement or a welcome change but it cannot replace the traditional ways of acquiring knowledge.

1 preschool education, 1 calculator, 0 use, 0 research; 142953

295. BURG, K.: The microcomputer in the Kindergarten. A magical, useful, expensive toy.

Young Children, 39, 1984, No. 3, pp. 28-33.
1 photograph, 3 refs.

This is a description of a nursery teacher's experience with the use of computers in the nursery school programme. At the beginning the author was very sceptical towards these untraditional aids but she found out in the course of work with them that they could contribute to the development of a number of the child's mental functions. It is, however, necessary for the teacher to be well acquainted with programming and to be able to choose the respective programmes for children in keeping with their individual needs. In the author's opinion, it is not necessary to use computers in the nursery schools and it is not especially effective from the viewpoint of education.

1 preschool education, 1 nursery school, 1 calculator, 0 use, 0 experience; 142953

296. COMBES-TRITHARD, F.: Enregistrer, lire, programmer a l'école maternelle. /Recording, reading and programming in the nursery school./

Paris, A. Colin-Bourrelier 1984.
Reviewed in: L'école maternelle française, 1984/1985, No. 1, p. 31.

The book deals with tape recorders and their use in the nursery schools, showing ways of using the tape recorder as well as electric and electronic toys for teaching the children elementary reading, for developing their mathematical concepts and for perfecting their handling skills.

1 nursery school, 1 acoustic aids, 1 initial reading, 1 mathematics, 1 handling method; 142953

297. Didaktické karetní hry. /Didactic card games./

Hračka, 19, 1984, No. 2, p. 15.
7 figs.

This is a description of several card games devised by PhDr. Zdeněk Žlab from the Children's Psychiatric Sanatorium in Prague 9 - Dolní Počernice. ABC quartettes, Pexeso and children's canasta are designed for developing and acquiring some essential sensory and intellectual functions. These games can be used successfully not only in the work with dyslectic children or those with some other handicaps, they are also suitable for work with healty preschool and younger school children.

1 preschool age, 1 game, 0 card, 1 senses, 1 intellect, 0 development; 142951

298. ESHKENAZI, R.: Zapoznavane s okolnata deystvitelnost chrez uchebno-tekhnicheskite sredstva. /Getting familiar with the environment through teaching aids./

Preduchilishtno văzpitanie, 32, 1984, No. 6, pp. 25-26.

Pointing out the requirements concerning the use of audiovisual aids for making the children acquainted with the environment, the author recommends the forming of several "groups" of audiovisual aids as the most effective way, explains concretely the methods of using these aids, and gives examples. He appreciates the use of these aids for making the children familiar with facts that are remote in space or in time.

1 nursery school, 1 audiovisual aid, 0 use, 1 environment, 0 knowledge; 142911

299. CHUDĚJOVÁ, A.: Molitanová stavebnice. /A foam rubber brick box./

Predškolská výchova, 39, 1984/1985, No. 4, pp. 20-21.
3 photographs, 8 figs.

A foam rubber brick box was awarded the first prize in the district round and the third prize in the national round of a competition in educational creativity and was recommended for production. It can find wide use in creative play, in physical education, in the development of mathematical concepts, in literary and art education. An example is given of the its use for the morning exercise.

1 preschool education, 1 brick box, 0 innovation, 1 physical education, 1 aesthetic education; 142951

300. KREKELER, H.: Statt Fernsehen: Murmelspiel für alle. /Instead of watching TV: Marbles for everyone./

Spielen und lernen, 1984, No. 10, pp. 56-57.
1 photograph.

This is an instruction for making a paper pit that

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may be used for playing marbles in the room. This is a very simple device that can be made by the children themselves and placed anywhere in the room. The children can also prepare various obstacles, thus making the play more varied and more demanding.

1 nursery school, 1 play, 1 toy, Ø creation, Ø independence; 142951

301. KRKOŠKOVÁ, E. - ALEXOVÁ, E.: Hračka a děti. /Toys and children./

Predškolská výchova, 39, 1984/1985, No. 1, pp. 24-25.
3 photographs.

Many nurses working in Bratislava crèches prepare aids that meet the educational requirements to a varying extent. This fact and an effort to unify the criteria applying to educational aids led to a competition for the best educational aid organized by the health authorities of the city of Bratislava. The competition has fulfilled its basic aim - it has encouraged crèche nurses to creative work. Some successful aids are described here.

1 crèche, 1 children's nurse, 1 toy, 1 competition, Ø creation; 142951

302. **LOPTOVA, N.:** Izdayet "Prosveshcheniye". /Published by Prosveshcheniye./

Doshkolnoye vospitaniye, 1984, No. 7, pp. 85-87.

This is a list and a detailed description of audio-visual aids published in the years 1981 - 1985. These are the following picture sets: What I will be, Illustration materials for children's creative activities, Traffic rules, A Pictorial Dictionary, Pictures for speech development of two- to three-year-old children, Pictures for speech development of older preschool children, Young children count.

1 preschool education, 1 visual aid, 1 picture, 0 survey; 142911

303. **MARCHEV, A. - MARCHEVA, N.:** Kompyutărizirano obuchenie na detsa ot preduchilishtna văzrast. /Computerized instruction of preschool children./

Preduchilishtno văzpitanie, 32, 1984, No. 8, pp. 24-27.

The preparation of specialists, who will run the economy in the 21st century, must begin at once since preschool age. The authors wanted to find out the attitudes of parents and children to instruction by means of a personal computer. They collected methodological experience and assessed the technological possibilities of Bulgarian personal computers for the instruction of preschool children. A description is given of how they gained experience. Four computer games are also described. The children accepted the computer games with enthusiasm, they had no difficulties using the computer; it made a deep impression on them. All of them wanted to continue. All parents evaluated the experiments positively.

1 preschool age, 1 calculator, 1 play, 1 parents. 0 relation; 142911

304. PILLOT, J. - PILLOT, Ch.: L'ordinateur à l'école maternelle. /The computer in the nursery school./

Paris, A. Colin-Bourrelier 1984.
Reviewed in: L'école maternelle française, 1984/1985, No. 1, p. 31.

The computer represents a working aid or a toy contributing to the child's development. This technical aid can be used in education only if the educator learns to master it.

1 nursery school, 1 computer, 1 calculator, 1 educator; 142911

305. PIRGOVA, E.: Uchebno-tekhnicheskite sredstva v zanyatiyata po roden ezik. /Technical teaching equipment used for the teaching of the mother tongue./

Preduchilishtno văzpitanie, 32, 1984, No. 7, pp. 25-26, 29.

The author discusses the use of technical teaching equipment for creating an atmosphere, for the perception of works of literature, for illustrating what is being read, increasing the impact of the text, reinforcing the knowledge and assessing its quality. She describes attempts to accompany concrete works of literature with music, slides, recordings of artistic recital. Systematic use of these aids helps to develop the children's logical memory, it enables better understanding, easy revision, creative interpretation. She describes an attempt in which the children heard the beginning of a literary story, were shown some slides and heard some music and tried to finish the story by themselves.

1 nursery school, 1 literary education, 1 didactic aids; 142963, 142911

306. SAVOVA, Zh.: "Veselyie kartinki" - pomoshtnik pri usăvărshenstvuvane kachestvoto na uchebniya protses. /"Veselyie kartinki" - an aid for improving the quality of the process of instruction./

Preduchilishtno văzpitanie, 32, 1984, No. 4, pp.36-37.

The author uses the Soviet children's magazine

"Veselyie kartinki" in her work with children. She tries to teach the children systematic work with the magazine and active acquisition of information. At the same time, the use of the magazine helps to improve intellectual operations by solving simple tasks, puzzles and the like. The children are also influenced by the behaviour and attitudes of the characters in the magazine. The magazines are used also as paint books, the children try to find mistakes in the drawings, they compete in speed and skill. They gradually start looking forward to the next issues. They enlarge some crossword puzzles and try to solve them as a group. At first the teacher starts solving the crossword puzzle with those who show interest and more children joint them gradually. The magazine is also used as an aid for traffic education, it evokes interest in technology, it has a positive effect on the moral and aesthetic education, too.

1 nursery school, 1 children's magazine, 1 educational work; 142911

307. SIREKOV, P.: Ratsionalno obzavezhdane s tekhnicheski sredstva za obuchenie. /Rational use of technical teaching equipment./

Preduchilishtno văzpitanie, 32, 1984, No. 7, pp. 20-24.
3 charts, 2 tables.

The author presents three variants for equipping a nursery school with technical teaching aids, pointing out the most important conditions and factors that must be taken into account in the work with these technical aids. In the author's opinion, the most effective combination is an audiovisual complex of teaching aids that are used as a whole in the process of education.

1 nursery school, 1 teaching aid, 1 didactic aids, 0 equipment; 142911

308. WOJCIECHOWSKI, J.: Komputery vokół nas. /Computers around us./

Wychowanie w przedszkolu, 37, 1984, No. 1, pp. 28-33.

4 figs., 3 photographs, 8 refs.

Possibilities of the use of computers for the education of preschool children are discussed. Some didactic instructions are given for the use of minicomputers and games based on principles used in computers, the binary system /0,1/, open and closed circuits and the like.

1 preschool age, 1 calculator, 0 use; 142911

7 CARE OF HEALTH AND PHYSICAL EDUCATION

7.1 Nutrition

309. HOREČNÝ, K.- LEŠKOVÁ, B. - MOJZEŠOVÁ, A.: Nežiadúce javy vo výžive našich detí v ranom veku. /Undesirable phenomena in the nutrition of our children in the earliest childhood./

Československá pediatrie, 39, 1984, No.9, pp. 522-524.
2 tables, 15 refs.

Proceeding from an analysis of data concerning the nutrition of hospitalized sucklings, the authors state that there is a decline in breast-feeding. They point out grave consequences ensuing from not adhering to instructions concerning artificial nutrition /e.g. overfeeding of the children/.

1 first childhood, 1 suckling, 1 nutrition, 0 lack;
142955

310. MINEVA, T.: Khranene na detsata prez lyatoto. /The nutrition of children in summer./

Preduchilishtno vǎzpitanie, 32, 1984, No.6, pp. 22-24.
2 refs.

The author analyzes nutrition as a substantial factor of the children's correct development and points out the main features of nutrition in summer. She deals with differences in comparison with other seasons of the year, stating how to ensure correct nutrition for children, describing the content of the food with respect to the nutritive value, the quality of foodstuffs and nutrition standards. She gives the caloric value of foodstuffs that are vital for the child's organism, stressing the everyday need of milk and dairy products.

1 preschool age, 1 nutrition, 0 standard, 0 summer;
142955

311. NOVOTNÁ, M.: Nechutenství u dítěte. /Children's anorexia./

Zdravotnická pracovnice, 34, 1984, No. 9, pp. 539-541.
1 photograph.

Anorexia may have physiological and psychogenic causes. The physiological ones include primarily anatomical and functional disorders, illness, irregular meal times and the like. Psychogenic factors and an unsuitable educational approach are the most frequent causes of anorexia. For instance, some new, unknown food may evoke distrust or dislike. This is why new food should be introduced in a suitable way. Strong outside stimuli also suppress the function of the hemispheres and affect the food analyzers. If the child is interrupted in some interesting play, it is possible that he will not eat with the usual appetite. It is absolutely incorrect to feed the child by force. On the contrary, the child must be active in the course of eating.

1 preschool age, 1 appetite, 0 disorder, 1 meals; 142955

312. PAŘÍZKOVÁ, J.: Výživa a pohyb předškolních dětí. /Nutrition and movement of preschool children./ Děti a my, 14, 1984, No. 2, pp. 12-13.
2 photographs.

Surveys conducted in nursery schools in Czechoslovakia show that the meals the children get in nursery schools in keeping with the respective standards cover the daily need for energy and for the main components to a considerable extent. Preschool children's need for fats is practically completely covered by the food the children get in the nursery school. It is clear that the children eat at home, too - most of them have their breakfast, afternoon tea and, of course, the supper at home. The observations show that the supply of food is rather excessive, especially with respect to fats. If the children had more movement, as it used to be earlier, these deviations from the desirable nutrition values would have limited consequences but nowadays, under the present conditions and possibilities of movement the children have, they can be considered as a certain health risk.

1 preschool age, 1 meals, 0 lack, 1 fats, 1 locomotive education; 142955

313. SECK-ACHTE, M.: Mit deutscher Gründlichkeit. /With German thoroughness./

Spielen und lernen, 1984, No. 7, pp. 20-22.

The problem of how long a child should be breast-fed is discussed. Psychologists have stressed lately that the child should not be weaned violently as this might endanger his mental balance. Some mothers, led by the desire not to harm their children, keep breast-feeding for two years or even more. The author points out that the mother's milk is not so important at this age from the viewpoint of nutrition and that breast-feeding for such a long time helps to develop a relation that is not desirable from the viewpoint of the child's dependence on the mother. The mother-child link is strengthened excessively with the simultaneous exclusion of the father and other family members. It is the author's opinion that breast-feeding for two years is excessive.

1 child, 1 age 0 - 2, 1 breast-feeding, 0 long-term, 0 lack; 142703

314. STEJSKAL, I.: Příspěvek k etickým problémům neonatální intenzivní péče. /On ethical problems of intensive care for neonates./

Československá pediatrie, 39, 1984, No. 7, pp. 413-417.
1 table, 6 refs.

The author points out a dilemma of the present-day clinical paediatrics. If the neonate is badly defective, it is always necessary to start giving him specialized care in the intensive care unit and it is possible to stop giving him this care when there is no hope of his survival as he is kept alive only by means of instruments and complex pharmacological procedures. Problems connected with requirements concerning the extent of care given to badly handicapped neonates with minimum hope of interhuman interaction later in life belong to sensitive issues of clinical paediatrics. It is necessary to tackle this problem from the viewpoint of the legal responsibility of health workers and the parents.

1 neonate, 1 defectiveness, 1 medical treatment, 0 problem, 1 ethics, 1 law, 1 parents; 142703

7.2 *Motor development and physical exercise, locomotive education.*

315. ANGELOVA, S.: *Kompleksen podkhod pri provezhdane na podvezhdane na podvizhnite igri.* /A comprehensive approach to locomotive games./

Preduchilishtno văzpitanie, 32, 1984, No.6, pp. 33-34.

Locomotive games contribute to the intellectual development of children. They help to develop the elementary ability of orientation in time; the nature of the games is highly emotional, which motivates the children's thinking. At this age these games contribute to the development of moral education, they teach the children how to behave in a group, the children develop social views and supervision, which helps to shape the personality. These games create conditions for many reactions to complex requirements of cultured behaviour. Music is of considerable importance - it evokes the desire to play, helps to make graceful movements. Locomotive games are connected with aesthetic and work education.

1 preschool education, 1 locomotive games, 0 research; 142955

316. BALANDINA, V. - VAVILOVA, Ye.: *Formirovaniye pravilnoy osanki.* /Forming the correct posture./
Doshkolnoye vospitaniye, 1984, No. 2, pp. 35-38.

Incorrect posture is developed especially in children that move little, are awkward, avoid active movement. However, deviations from the correct posture are not yet fixed at preschool age. The child is able to keep the correct posture if shown how to do it but his muscles, especially the muscles in the back and the abdominal muscles, are not able to keep the spine in the correct position, they get tired quickly. This is why it is important to strengthen the muscles. Further, it is necessary to create hygienic conditions, to adhere to a suitable daily routine and to use furniture with the correct dimensions. Physical exercise is the principal means of preventing deviations from the correct posture. Especially exercises strengthening the dorsal and abdominal muscles as well as chest muscles are important. Exercises done in the sitting or lying position are especially suitable. Examples of exercises given here are designed for three- to four-year-olds and they are in the form of play.

1 preschool age, 1 posture, 1 exercise; 142955

317. BOEVA, B. - SYAROVA, A.: Fizicheskoto văzpitanie v rannata detska văzrast. /Physical education in early childhood./

Preduchilishtno văzpitanie, 32, 1984, No. 4, pp. 22-23.

The authors made a survey covering children aged 1 to 3 years. They tried to find out: 1/ the most effective form, structure, content and methodology of physical education in the crèche; 2/ the influence of physical education on the physical development and on the physical fitness of children of a higher age subgroup; 3/ the continuity between crèche and preschool age. Further, the authors describe their experiment and present conclusions reached: 1/ the model division of physical training programmes was mastered successfully and the programmes were introduced in crèches of the whole Stara Zagora; 2/ the exercise done in the basic variant and in the form of play seems to be the most effective form; 3/ systematic and purposeful exercises and games increase the locomotive and functional possibilities of the child's organism, contribute to the physical development and strengthen the child's health.

1 preschool age, 1 crèche, 1 physical education; 142955

318. CALECKI, M. - THEVENET, M.: Techniques de bien-être pour les enfants, expression corporelle et joga. /Techniques for preschool children's well-being, corporal expression and yoga./

Paris, A. Colin-Bourrelier 1984.
Reviewed in: L'école maternelle française, 1983/1984, No. 6, p. 5.

The publication is designed for nursery school teachers. It contains a set of exercises and yoga positions that are suitable for children both indoors and outdoors.

1 nursery school, 1 physical education, 0 yoga; 142955

319. DVOŘÁKOVÁ, H.: Cvičební hodina pro předškolní děti. /A physical training lesson for preschool children./

Základní a rekreační tělesná výchova, 29, 1984, No. 1, p. 5.
7 figs.

The aim of the physical training lesson is to increase the physical fitness by means of natural exercises. The lesson is prepared for natural conditions, i.e. a playground or a park. The organization of the lesson is suitable for an instructor with 20 - 25 children. The text is supplemented with lucid pictures.

1 nursery school, 1 physical education, 1 lesson, 0 organization; 142955

320. DVOŘÁKOVÁ, H.: Formování správného držení těla. /Forming the correct posture./

Predškolská výchova, 38, 1983/1984, No. 7, pp. 21-23. 8 figs.

Measurements of children's growth and development have shown that even three-year-old children show defects in the posture that intensify and get fixed in the preschool period. This is why the nursery school has the demanding task of teaching the children the basic posture. Health exercises should be done more slowly, not too dynamically. This attenuates the children's attention, therefore it is necessary to use a suitable motivation, to use some apparatus, to organize the exercises in smaller groups in which the children check one another. The correct performing of the exercise is secured by leaning with the shoulder blades against the wall, by pressing the shoulders against the floor and the like. It is necessary to use precisely oriented exercises for strengthening or stretching certain muscles with respect to their function. This should be done in positions that exclude the possibility of undesirable additional movements and positions that, while training correctly one part of the body, form incorrectly the neighbouring part /in the kneeling position while sitting on the heels, squatting and the like/. Suitable exercises and positions are described and shown in sketches.

1 nursery school, 1 posture, 0 forming; 142955

321. EHNI, H.: Bewegungsspiele in der Wohnung. /Locomotive games in the flat./

Spielen und lernen, 1984, No. 2, pp. 44-45.
4 photographs.

The author points out the importance of movement for the child and gives parents various suggestions concerning locomotive games and exercises done with the youngest children /one-and-a-half-year olds/ even in the restricted conditions of a flat. Photographs show what can be used for exercises at home and how the motor development can be supported very naturally on every occasion.

1 preschool age, 1 locomotive games, 1 family; 142955

322. EHNI, H.: Nur ein paar Matratzen. /Only a few mattresses./

Spielen und lernen, 1984, No. 6, pp. 42-44.
4 photographs.

This is a suggestion concerning the use of discarded mattresses from the household for children's exercise. Although mattresses for physical training are produced in a special way, this possibility of improvising is valuable and welcome especially with respect to the creativity that must be applied for various exercises.

1 preschool age, 1 physical training, 1 family;
142955

323. FILEV, F.: Povishavane kachestvoto na rabotata po fizichesko văzpitanie. /Improving the quality of work in physical education./

Preduchilishtno văzpitanie, 32, 1984, No. 4, pp. 19-21.
3 charts.

In the author's opinion, the basic requirement for improvement of the quality of physical education is the respecting of sensitive periods for manifestations of motor abilities. All requirements and results of work should be judged from this viewpoint. This applies to the material and technical equipment of nursery schools, too.

1 nursery school, 1 physical education, 1 motor development, 1 material means, 0 equipment; 142955

324. GNIEWKOWSKI, W.: Stymulacja rozwoju sprawności ruchowej w praktyce przedszkolnej. /Stimulating the development of correct movements in preschool practice./

Wychowanie w przedszkolu, 37, 1984, No. 10, pp. 571-577.
5 refs.

This is a general survey of the issues with reference to basic studies conducted in Poland and abroad. In conclusion, some recommendations are given with respect to activities suitable for nursery schools and information is presented on tests and test batteries enabling the diagnosing of motor abilities /and deficiencies/ of children and on the adjustment of the plan of activities accordingly.

1 nursery school, 1 motor development, 0 stimulation, 0 research; 142955

325. GOGELA, M.: Cvičení rodičů s dětmi v jeslích. /Joint exercise of parents and children in the crèche./

Predškolská výchova, 39, 1984/1985, No. 2, pp. 20-21.
3 photographs.

The author describes the exercises of parents with their children that have been organized in the instruction crèche in Krnov for two years. The exercises take place for thirty minutes once a month at a time when most of the parents come to take their children home. The exercises are suitable for children over the age of two. The methodology and structure of the training lesson is taken over from Senior Lecturer Berdychová. It appears that the limit of performance is not physical fitness at this age, that it is the motor maturity and mental factors. Measurements of the blood pressure and the heart rate and breathing made after a demanding exercise showed that the energy loading of children did notexceed 60 p.c. of their maximum possibilities. There is a significant difference between children that do the exercises and those who do not in physical fitness, briskness and courage.

1 crèche, 1 physical education, 1 parents, 0 cooperation; 142955

326. HATCH, F. - HATCH, L.: Schwere Leute leicht gemacht. /Heavy people made light./

Spielen und lernen, 1984, No. 8, pp. 28-29.
6 figs.

This is an instructionfor some exercises done by an adult and a child, aimed at training the keeping of balance, the transfer of the centre of gravity and an overall control of movements. The exercises are shown in photographs.

1 preschool age, 1 physical education, 1 dexterity, 0 exercise; 142955

327. HATCH, F. - HATCH, L.:Türme mit Hand und Fuss. /Towers made of hands and feet./

Spielen und lernen, 1984, No. 9, p. 36.
3 photographs.

This is an instruction for locomotive games designed for parents and their children, using especially the hands and feet for various configurations. This is connected with observations of the bone and muscle structure of the hand and the foot, the training of briskness, the observation of specific features.

1 preschool age, 1 locomotive games, 1 parents; 142955

328. HATCH, F. - HATCH, L.: Viele Hände im Spiel. /Many hands at play./

Spielen und lernen, 1984, No.5, pp. 44-45.
5 photographs.

The parents of two children, a two-and-a-half-year old child and a six-month-old baby who are motor therapists, give to parents examples of how to do exercises at home together and how to develop the children's movements. Their instructions are supplemented with photographs showing the exercises.

1 preschool age, 1 locomotive education, 1 parents; 142955

329. **KAMIŃSKA, K.:** Z problematyki badań nad aktywnóścia ruchowa dziecka przedszkolnego. /On problems of the study of the preschool child's locomotive activity./

Wychowanie w przedszkolu, 37, 1984, Nos. 7/8, pp. 399-402.
13 refs.

The author summarises the main results of extensive empirical studies conducted in Poland as well as those conducted in the Soviet Union and Czechoslovakia /M. Kučera/. Attention was paid to the dependence of the physical development /motor deficiencies are reflected in disturbed balance of the organism, metabolic changes, hormonal changes, growth and the like/ on the possibilities of movement. Children have differing need for movement. From this viewpoint, it is possible to distinguish: 1/ hyperkinetic children, 2/ hypokinetic children, 3/ children that are normal from the kinetic viewpoint. Studies have been made also of the optimum loading with respect to age and sex etc.

1 physical development, 1 motor development, 0 relation, 0 research; 142955

530. KARLOVÁ, J.: Využití pohybových činností při pohybu dětí venku. /The use of locomotive activities in the course of children's outdoor stay./

Predškolská výchova, 39, 1984/1985, No. 3, pp. 11-15.
4 refs.

A preschool child needs at least six hours of active movement out of doors. The physical load should gradually increase. The heart rate counted after some motor activity may serve as one of the indices of the loading. The preschool education centre of the Regional Educational Institute in Hradec Králové organized measurements of the intensity of motor activities during the children's outdoor stay. The measuring was based on the basic heart rate felt with the thumb on the neck artery or on the wrist. The measurements taken in the nursery school in Žamberk brought the following results: The heart rate increased by 12 p.c. during a walk in column whereas the increase was 38 p.c. during spontaneous locomotive activities motivated by a rugged ground. Controlled intensive movement /run, long jump, throw/ was represented by an increase of 57 p.c. This confirms the well-known fact that walks in a column are little demanding physically. Organized physical education at a quick pace with adequate intensity is the best. The author also mentions principles for the children's outdoor stay, she gives examples of the preparation for an outdoor stay and some suggestions for controlled or motivated spontaneous motor activity.

1 preschool age, 1 nursery school, 1 locomotive education, Ø nature, Ø research; 142955

331. **KARMANOVA, L.:** Uprazhneniya na rasslableniye.
/Relaxation exercises./

Doshkolnoye vospitaniye, 1984, No. 4, pp. 23-25.
10 figs.

In the course of various activities during the day, the children may show signs of a decline in activity and fatigue. This is why it is suitable to include relaxation exercises that make it possible to restore quickly the functions of the organism after physical loading, increase the children's performance and facilitate the transition from a state of excitement to a state of calm. Descriptions are given of exercises done in the standing, sitting and lying positions. The children learn gradually to relax purposefully the individual muscle groups. When training these exercises with the children, the teacher checks whether the child has really relaxed or remains in one position only. The relaxation exercises are included also in the main section of the physical education occupations, following or preceding intensive exercises. It is also suitable to insert them into the break between two occupations.

1 nursery school, 1 fatigue, 1 exercise, 0 relaxation; 142955

332. KASLOVÁ, M.: Rodiče a děti. Cvičební hodina v tělocvičně. /Parents and children. A training lesson in the gymnasium./

Základní a rekreační tělesná výchova, 29, 1984, No. 12, pp. 16-19.
16 figs.

This training lesson in the gymnasium is designed for 25 - 30 couples with the majority of three-year-old children. The introductory part of the lesson is in the nature of a dance. The preparatory part is formed by free exercises on marks. The main part of the lesson is formed by apparatus exercises using the benches, boxes and wall bars. The article is supplemented with instructive sketches.

1 preschool age, 1 physical education, 1 parents,
1 child, 0 pair, 0 physical training; 142955

333. KIPHARD, E. J.: Unser Kind ist ungeschickt. /Our child is awkward./

München, Ernst Reinhardt Verlag 1984.
Reviewed in: Der Schweizerische Kindergarten, 74, 1984, No. 11, p. 25.

The author shows how awkwardness in movements manifests itself, what its causes are, what consequences it can have and what to do when you find out your child is awkward. The first symptoms can be observed since nursery school. Motor awkwardness may be the cause of the child's behaviour disorders later on. The author outlines a programme adequate to the child's age that may be used for influencing the child psychologically so as to prevent any serious disorder. The publication is designed for parents and teachers.

1 nursery school, 1 dexterity, 0 lack, 1 exercise; 142955

334. KONDRATYEVA, M.: Kak rastyut bogatyrey. /How to raise heroes./

Semya a shkola, 1984, No. 2, pp. 55-57.
1 photograph.

In the German Democratic Republic, the system of physical education is aimed at comprising as many children as possible. Having come to the nursery school, the children stay in the garden till eight o'clock. There they can use simple gymnastic apparatus - gymnastic walls, balancing beams, parallel bars. In the course of physical education occupations, the teacher sees to it that the children do all the exercises correctly. Ten-minute physical education intervals are always included between two different occupations. The author visited a nursery school where all children go to a ballet school once a week. This was a condition set by the nursery school - the children get used to living in a group and this is why none of them should be excluded. In principle, this is the system of physical education in the German Democratic Republic. All children are given intensive physical education. Children with locomotive talents are selected and trained to be top sportsmen.

However, all children acquire a desire to move and they all have a correct posture. The quality of the physical education of the youngest children is also influenced by a series of books published for the children and their parents. Their author is S. Keller. The children get acquainted, in an amusing form, in words and pictures, with various sports and locomotive games and the parents also get an instruction of how to proceed with their children. Parents that have gone through the system of physical education in the German Democratic Republik thus increase the physical fitness of their children in home conditions.

1 nursery school, 1 family, 1 physical education,
Ø conception, Ø German Democratic Republic; 142955

335. KRCHOVÁ, E.: Příroda - tělocvična pro celou rodinu.
/The nature - a gymnasium for the whole family./
Děti a my, 14, 1984, No. 3, pp. 28-29.
5 photographs.

The movement is a natural need for the children. Versatile possibilities of developing the motor abilities are offered to the wide public by a not so well-known sport - orienteering. Its cradle is Scandinavia, where it is a national sport. The orienteering is a mass sport, complete beginners as well as quite young children can participate. With respect to its advantages, it is recommended to families with children.

1 preschool age, 1 family, 1 physical education, 1 run, 0 orientation; 142955

336. LUBOMIRSKA, K.: Wychowanie motoryczne na przykładzie doświadczeń francuskich. /Locomotive education in the French experience./

Wychowanie w przedszkolu, 37, 1984, Nos. 11/12, pp. 671-673.

3 refs.

Examples chosen here for the youngest age group of children between 2 and 3 years of age are taken from teaching programmes for nursery schools in France and from handbooks /for the education of children aged 2 - 5/.

1 preschool education, 1 crèche, 1 nursery school, 1 psychomotor development, 0 France; 142955

337. MATHYS, F. K.: Seilspringen. /Skipping./

Der Schweizerische Kindergarten, 74, 1984, No. 4, pp. 16-18.

1 fig.

The first mention of skipping appeared in a picture made by the Strassburg engraver Jakob von Heyden in the 16th century. It was also mentioned in the 17th century. By the end of the 18th century skipping was recommended as a healthy exercise for young people.

Stress was laid on qualities trained in skipping, such as speed, promptness, attention. Various variants were found and described later, verse and songs stimulating the play with the skipping rope were composed. The importance of skipping exercise is shown by the fact that it is included in the present-day training of gymnasts and boxers.

1 preschool age, 1 physical education, 1 skipping rope, 0 history; 142955

338. OSOKINA, T. I. - TIMOFEYEVA, Ye. A. - FURMINA, L. S.: *Igry i razvlecheniya detey na vozdukhe.* /Children's outdoor games and entertainment./ Second revised edition.

Moscow, Prosveshcheniye 1983.
Reviewed by: Kamalina, L.
Doshkolnoye vospitaniye, 1984, No. 8, p. 69.

The publication gives suggestions for stimulating the children's locomotive activities. Most of the games mentioned in the book are suitable for outdoor conditions. The first part contains games that can be played in the playground, on a meadow, in a wood, near water or in water. The second part brings games for cold winter weather. The third one concentrates games for days when it is damp and cold; these can be played indoors or on a veranda.

1 preschool age, 1 locomotive education, 1 play, 1 nature; 142955

339. PANAYOTOVA, J.: Zanyatiya po fizichesko văzpitanie. /Physical education occupations./

Preduchilishtno văzpitanie, 32, 1984, No. 10, pp. 36-39. 1 photograph.

Detailed model plans of physical education occupations are designed for classes two and three of nursery schools, containing a description of the programme tasks, apparatus,course of exercise with preparation and closing part.

1 nursery school, 1 physical education, 1 lesson, 0 planning; 142955

340. PENZULAYEVA, L.: Fizicheskiye uprazhneniya i podvizhnyie igry vne zanyatiy. /Physical exercise and locomotive games outside the occupations./

Doshkolnoye vospitaniye, 1984, No. 8, pp.7-11.

The physical exercises laid down in the curricula of educational work for nursery schools are mostly mastered by the children in the course of occupations. Their reinforcement requires their repetition and training even outside the scope of the occupations, during outdoor stay and in the course of activities chosen by the children. The teacher suggests some exercise in the form of a play, locomotive games, sports entertainment either for everyone or for smaller groups of children. Work with the individual children is not excluded, either, especially with those who move little or have not attended nursery school for a longer period. The author mentions various games and exercises for children of the medium preschool age divided into the individual months and weeks from September to May.

1 nursery school, 1 physical exercise, 1 locomotive games; 142955

341. PENZULAYEVA, L.: Fizkulturnyie zanyatiya s detmi 3 - 4 let. /Physical education occupations for three- to four-year-olds./

Moscow, Prosveshcheniye 1983.
Reviewed by: Gasanov, I.
Doshkolnoye vospitaniye, 1984, No. 2, p. 72.

The anatomical and physiological features of the development of three- and four-year-olds are discussed. Indices of the development mentioned here include the height, weight, chest measurement, muscle and bone development, state of the inner organs and the motor development. Exercises are given for the individual months, with revision and reinforcement material for each.

1 preschool age, 1 development, 0 specifics, 1 exercise; 142955

342. PERROTTET, C.: Quellen der Bewegung und des Tanzes im Hinblick auf die Gestaltung zwischenmenschlicher Beziehungen. /Sources of movement and dance from the viewpoint of forming interhuman relations./

Der Schweizerische Kindergarten, 74, 1984, No. 4, pp.4-7.
5 refs.

The movement is as old as the world. It represents our whole lives, from birth to death. One can distinguish two kinds of movements: those serving a certain purpose and those that are made without any purpose, involuntary movements that include also the dance and a great number of small gestures and movements accompanying man's behaviour. They can say a lot about man's momentary disposition, his mood and character. Proceeding from scientific observations, Rudolf Laban presented a thesis of the harmonious strength of spontaneous movement and dance. The starting point for his thesis are traditional, opposing views of the origin of movement: movement corresponds to the individual's inner needs - movement occurs as a consequence of some outside stimulus, is subordinated to stimuli coming from the outside. The new dynamic conception worked out by Laban and his pupils combines both these opposites. They experience and understand movement as polarization, as double-sided, freely flowing and influencing changes between what is "inner" and "outer".

1 movement, 0 typology, 0 theory; 142955, 148319

343. POTEKHINA, N.: Vliyanie imitatsii na tochnost vypolneniya dvizheniy. /The effect of imitation on the accuracy of exercise./

Doshkolnoye vospitaniye, 1984, No. 5, pp. 26-28.

Preschool children should gradually learn to control their movements purposefully. They should make the respective movements with the specified strength, in the specified direction, in the specified sequence, they should move at the specified pace, use the specified place. Methodological literature considers this task as premature for infants and younger preschool children, as a task that cannot be fulfilled. Exercises of a generally developing nature have a considerable influence on the development of movement coordination. The author describes the results of a study conducted with the aim of improving the quality of some exercises done by three- and four-year-olds. It is usual in such cases that an adult demonstrates to the children how to do the respective exercise. The author decided for imitation. A demonstration of the exercise has quite another effect on the mastering of the movement than imitation. When the child imitates the movements he can observe around him /e.g. the flight of a bird/, he must decide which part of his body can imitate the observed movement with the highest precision, in which direction to make the movement and with what force. Examples given here describe how children observed and tried to imitate a flying bird, an airplane and the like, making the required movements consciously, differentiating changes in position, force and the like.

1 preschool age, locomotive education, 1 imitation; 142955

344. PRZEWELA, R. - WYBRANIEC, B.: Charakterystyka rozwoju motorycznego dziecka w wieku przedszkolnym. /A characterization of the preschool child's motor development./

Wychowanie w przedszkolu, 37, 1984, Nos. 7/8, pp. 394-399.
7 refs.

This is a paper that was read at a conference on the motor activity of preschool children that was held in Warsaw /April 5th - 6th, 1984/. Stress is laid on the concurrence of three favourable moments for the development of preschool children's motor abilities: the child's great natural need for movement, spontaneity of reactions and thus high sensitivity to stimuli and, finally, sufficiently high level of the development of children's abilities /motor, intellectual and social/, which makes it possible to use a whole complex of educational methods. Tendencies of so called didactism /replacement of locomotive games, entertainment and the like by para-school tasks/ are viewed critically.

1 preschool age, 1 psychomotor development, 0 development; 142955

345. **RUNOVA, M.:** Dvigatelnaya aktivnost starshikh doshkolnikov i yeyo regulirovaniye. /The motor activity of older preschool children and its regulation./

Doshkolnoye vospitaniye, 1984, No. 3, pp. 16-18.

The motor activity of children can manifest itself best in the course of their spontaneous activities out of doors. Educational observations show that children can be divided into three groups: 1/ children with normal motor activity corresponding to the biological needs of the organism. Their activities are varied. 2/ Children that do not move much and that seek quiet play; their activities are often monotonous. 3/ Children with increased motor activity, often monotonous; they do not respect the interests of the fellow-players, are not able to submit to rules and to control themselves, they overtax themselves. This is why it is necessary to respect the individual specifics of the children and to pay attention especially to children who more too little or too much. The author describes games respecting the varying degree of children's motor activity and enabling the guidance of their locomotive activities. These are games aimed at developing the speed and coordination of movements, the training of attention.

1 preschool age,1 locomotive education, 1 individual specifics; 142955

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346. SILINA, O.: Dvigatelnaya aktivnost i sostoyaniye zdorovya doshkolnikov. /Locomotive activity and preschool children's health./

Doshkolnoye vospitaniye, 1984, No. 10, pp. 17-18.

Physical exercise is very important for increasing the locomotive activity of the child and, thus, also for improving his health, especially if done out of doors the whole year round. At first, the overall length of the exercise should not exceed 10 - 12 minutes in the course of the occupation, later it can last for up to 25 - 30 minutes in the course of the children's outdoor stay. To reach the desirable effect, the heart rate should increase up to 140 - 160 in the course of running and up to 175 - 180 in the course of rapid running. When the child stops running, the heart rate drops quickly, reaching the normal value within two or three minutes. The increasing heart rate indicates the degree of physical strain and corresponds fully to the abilities of this age group. The morning exercise should begin with a walk and it should stretch the muscles of the arms and legs, the dorsal and abdominal muscles. It is useful to do the exercise in various positions - standing, sitting, lying on the back or in the prone position.

1 preschool age, 1 locomotive education, 0 conception; 142955

347. SORIN - FORESESTIER: Une expérience motrice dans une grande section. /Motor experience in the transfer class./

L'école maternelle française, 1983/1984, No. 5, pp. 17-30.
7 photographs, 9 tables.

The authors describe the origin and development of a "tennis game"; the game came into being on the initiative of the children and it was prepared methodologically by the nursery teacher. This is a long-term programme of physical training activities that is divided into 8 lessons; each of them shows the starting situation, the course of the activity and the locomotive content as well as the teacher's intervention, all this in the form of a table. The first apparatus the children got was a bat and a table tennis ball. Later they got tennis rackets. When they learnt how to use them and how to move in the field and got familiar with the rules, the knowledge they thus acquired was used also in badminton and minigolf.

1 nursery school, 1 physical education, 1 tennis, 0 instruction + method; 142955

348. SHISHKINA, V.: Dvigatelnaya aktivnost detey v igrakh. /Children's locomotive activity in play./

Doshkolnoye vospitaniye, 1984, No.6, pp. 22-25.
3 figs.

Topic-oriented play is an effective form of the locomotive activity corresponding to the needs of a preschool child. The special importance of topic-oriented play lies in the fact that it can satisfy fully the child's need both with respect to the quantity and extent of movement and to the development of the topic. Suitable conditions and correct guidance are a prerequisite for making locomotive activities a valuable component of the topic-oriented play. Physical training apparatus placed in the garden and offering wide possibilities of use is suitable for the purpose. It can be fitted with hinges enabling its use as a house, a tent, a cage for animals in the zoo and the like. If the house is placed on supports and access to it is provided by a ladder, this leads not only to play with a house on a hen's leg but also to play stimulating movement, the children can play spacemen, firemen or sportsmen. Highly active children need not be restricted, they have an increased need for movement and satisfy this need individually in the course of play.

1 preschool age, 1 locomotive education, 1 play;
142955

349. TRNKOVÁ, S.: Na vycházce s nejmenšími. /A walk with a young child./

Rodina a škola, 31, 1984, No. 6, p. 5.

The author brings suggestions for parents living in towns. The parents should at first talk with the child about what they will notice on the way, reinforcing the first experience and making it more precise in the course of repeated observations. The children should be led to correct behaviour, they should be taught to condemn vandalism, to be considerate. If the trip is longer, suitable arrangements should be made with respect to transport so as to prevent the child's getting tired on the way as this would not leave him much energy left for the actual place of destination.

1 family + education, 1 walk, 0 planning; 142955

350. VAVILOVA, Ye. N.: Uchite begat, prygat, lazit, metat. /Teach the children to run, jump, crawl, throw./

Moscow, Prosveshcheniye 1983.

Reviewed in: Doshkolnoye vospitaniye, 1984, No.8, p. 75.

A detailed description is given of methods used for teaching the children to walk, run, jump, roll, throw, catch, crawl and climb, divided into the individual age groups. The respective exercises for each of these activities are described here, together with locomotive games and games of children of various nationalities.

1 preschool education, 1 physical education, 1 locomotive education, 1 play; 142955

351. VICHEVA, M. - BIMBALOV, J.: Razkhodkite - faktor za povishane na dvigatelnata aktivnost. /Walks as a factor of increasing the motor activity./

Preduchilishtno văzpitanie, 32, 1984, No. 6, pp. 35-36.

2 tables.

The authors stress the importance of walks for children, recommending to give each walk a concrete educational task, content and motivation. The children's health, age, the weather should be taken into account, stress being laid on systematic, gradual and consequential approach. Tables presented here show how much time the children should spend out of doors, what distance they should cover and how their performance should improve in the run and jump within a year. It is recommended to use play as motivation /a route for wandering/ and to make walks more interesting by organizing relay races, competitions in the orientation in space and and in the overcoming of natural obstacles.

1 preschool age, 1 locomotive education, 1 walk, 0 conception; 142955

7.3 Health care aspects, daily routine

352. ABEGG, W.: Verhaltensstörungen im Kindergartenalter. /Behaviour disorders at preschool age./

Der Schweizerische Kindergarten, 74, 1984, No. 5, pp. 21-23.

Sleep disorders at preschool age are caused most frequently by some hidden depression. The child is apathic, he shows no interest in play, he starts many things and finishes nothing /which has unfavourable consequences later, at school/. There are usually outside causes: little attention on the part of adults, lack of encouragement, excessive restrictions. The child's disappointment grows gradually, manifesting itself finally as a mentally conditioned physical symptom. Besides sleeplessness, the child may sometimes show lack of appetite. If the child's weight is normal, parental fears are unsubstantiated. The child's appetite may vary. If the child starts bed-wetting, this may be the symptom of a neurosis. This may often happen after the birth of the second child - the first-born child tries to attract the mother's attention, though unconsciously, by bed-wetting.

1 preschool age, 1 sleep, 1 appetite, 0 disorder, 1 enuresis; 142955

353. BOGINA, T.: Vrachebno-pedagogicheskiy kontrol za fizicheskim vospitaniyem detey. /Medical and educational supervision of the physical education of children./

Doshkolnoye vospitaniye, 1984, No. 1, pp. 32-35.

Medical supervision in preschool facilities is provided by health workers. All educational work necessitates constant supervision not only by medical workers but also by educational workers. Regular medical examinations make it possible to assess the overall health state of each child and the level of the children's harmonious development. Some children show so called functional deviations - these may be minor defects e.g. of the motor system, of the sight and the like. These children are practically healthy but their minor handicap may be a cause of their decreased performance and lower resistance to unfavourable factors. They belong to the second health group. The third group contains children with chronic diseases. The nursery teachers must pay increased attention to both these groups. Walks are one of the means of hardening the organism. The doctor checks not only the length of the children's outdoor stay but also the intensity of their motor activity. On average, the child should make 36 - 52 movements per minute and 14 - 18 thousand steps a day. The children's nurse or the doctor feels the children's heart rate at random in the course of the morning exercise or in physical education occupations. The heart rate increases by 18 - 20 p.c. by the end of the introductory part of the occupation, by 50 - 60 p.c. in the main part and by 70 - 90 p.c. in the course of the locomotive part. Fatigue can be considered as a defensive reaction of the organism and, simultaneously, as a factor of increasing the perseverance. The teacher can prevent fatigue by changing the activities, by including play elements in the occupations, by the correct daily routine.

1 preschool age, 1 health, 1 physical education, 1 medical care; 142955

354. DUNKEL, V.: "Diese Mutter bringt mich noch zur Verzweiflung!" /"This mother will drive me to despair..."/

Spielen und lernen, 1984, No. 3, pp. 16-17.
1 photograph.

The author, who works as a children's nurse in a hospital, discusses her experience with the parents of sick children. In West Germany, the parents are allowed to visit their hospitalized children at any time, or to stay with them in the hospital. As the author points out, it is sometimes the mothers that are a neurotizing factor for nurses, unsetting them, demanding increased care and advantages for their children, following the doctors' advice only and not respecting the nurses. They often take disparaging attitudes to the other children who are without their parents there. It is the author's conviction that this situation is not in the child's interest and that it is not to his benefit.

1 preschool age, 1 sickness, 0 hospital, 1 mother, 1 nurse, 0 relation; 142955

355. HONIG, A.: Risk factors in infants and young children.

Young Children, 39, 1984, No. 4, pp. 60-73.
54 refs.

This is a detailed survey of studies conducted to find out the risk factors of preschool children as these factors endanger their good development. Attention is drawn to mutual connections and to the mutual conditioning of these factors. The kinds and classes of these factors are discussed /sociocultural and demographic, biomedical factors, premature birth, low birth weight, insufficient nutrition, hereditary predisposition, parental personality factors, the influence of the background and outer conditions/. Newly emerging factors include adolescent parents, incomplete family, family crises and stress. The importance of education for overcoming sociocultural risk factors is discussed.

1 preschool age, 1 development, 0 risk, 0 typology, 1 health, 1 sociology; 142955, 141303

356. **IVANOVOVÁ, L.:** Uspořádání života dítěte v jeslích. /The crèche child's daily routine./

Zdravotnická pracovnice, 34, 1984, No. 3, pp. 150-154. 2 photographs.

When planning optimum conditions for the life of children in the crèche, one should create an environment in which the child would feel satisfied.
A correctly planned and used daily routine contributes to this. It brings regularity into the course of the day in keeping with the child's physical functions, it gives time for play, for outdoor stay as well as for rest. The daily routine is planned for every crèche section separately by the crèche head nurse together with a psychologist and the crèche doctor. This is reflected then in the plans of work for the individual nurses and child care workers. The nurse adheres to the daily routine, making sure that there is a logical, quiet transition from one kind of activity to the next one, and respecting the children's individual speed.

1 crèche, 1 daily routine; 142955

357. **KAŠOVÁ, J.:** Denně něco pro zdraví. /Something for the health every day./

Predškolská výchova, 38, 1983/1984, No. 11, pp. 6-7.

One of the forms of developing the children's care for their health is a game called "When Alice is sick", designed for four- to six-year-olds.

This health education game was used experimentally in nursery schools and then included in the programme of educational work for nursery schools which means that about 200,000 children will play the game every year. A methodological instruction has been issued for the game, together with some pictures, picture books, diplomas and plaques. It is divided into ten topics and its aim is to help the children grasp the necessity to protect one's health and to develop hygienic and safety habits. The Czechoslovak Red Cross will organize special eight-lesson courses for nursery teachers.

1 nursery school, 1 health education, 1 game; 142955

358. KLIMA, J.: *No, to chłup!* /Well, he is a real chap./ Przyjaciel dziecka, 1984, No. 5, pp. 12-13.
2 photographs.

The commission on fighting alcoholism in Poland adopted the "Programme of fighting alcoholism among young people" in the year 1983. The author discusses the effectiveness of measures hitherto adopted, the alcoholism of young people, problems of the families of alcohol addicts, attitudes of the public /insufficiently changed general attitude that can still be expressed by the statement in the title - those who drink are real chaps/.

1 family + education, 1 alcoholism, 1 anti-alcoholic education, 1 public opinion, 0 Poland; 142955

359. Les rhytmes de vie dell'enfant. /The biological clock in infants./

Paris, RET 1984.
Reviewed in: L'école maternelle française, 1984/1985,
No. 1, pp. 9-10.

The book brings the results of chronobiology - a branch of science studying the time structures of living beings. It discusses the problems of the sleeping intervals, the brain clock, the rhythms in the child's behaviour with respect to the school routine and the like, covering the period from the earliest childhood to adolescence. In conclusion, some recommendations are given on how to adjust the school clock to the biological clock of the child's development.

1 child, 1 development, 1 biological clock, 1 school;
140901, 140923

360. MARHNOUNOVÁ, J.: Sklonění nad nemocným dítětem. /Bent over a sick child./

Děti a my, 14, 1984, No. 2, pp. 19-20.
2 photographs.

Man's physical state and the state of his mind are communicating vessels. Somatic diseases are conditioned by the state of man's mind. If the child's organism fights some infection, this influences the mental activity, which is reflected in the child's behaviour. Chanbes in the child's behaviour often signal the beginning of a sickness much earlier than the actual symptoms of the sickness. The same applies to the recovery when the sickness recedes - it has been confirmed that changes in the mental sphere last longer than other, more conspicuous symptoms of the illness. For instance, when the child has recovered from a viral infection, he shows increased mental fatigue, lack of concentration, slowed mental reactions for up to ten days. This is why it would be suitable to shorten the time spent by the child in the crèche or in the nursery school to the shortest time possible at least in the first days of the illness.

1 preschool age, 1 sickness, 1 mind, 1 behaviour;
142955

361. MÍČEK, L.: Duševní hygiena. /Mental hygiene./
Prague, SPN 1984, 207 pp.
Reviewed in: Predškolská výchova, 39, 1984/1985,
No. 3, p. 31.

This university handbook defines the basic concepts of mental hygiene. It deals with the hygiene of brainwork, healthy way of life, relations at the place of work from the viewpoint of mental hygiene as one of the prerequisites of good performance at work. A section of the book entitled Self-education and mental health presents some instructions on how to cope with unfavourable situations and inner conflicts. A chapter entitled Autoregulatory exercises shows how to achieve relaxation and describes various forms of autoregulatory exercises.

1 mental hygiene, 0 publication; 142955

362. MISHEVA, N.: Nyakoi iziskvaniya kăm organizatsiyata na pedagogicheskiya protses. /Some requirements concerning the organization of the process of education./

Preduchilishtno văzpitanie, 32, 1984, No. 7, pp. 16-19.
1 photograph.

The author brings concrete suggestions on how to organize children's lives as rationally as possible, dealing in detail with the specific features of some parts of the daily routine as well as with the content of these parts. Stress is laid on the fact that an effective organization of the process of education is impossible without applying personalized approach.

1 nursery school, 1 daily routine, 1 education + process; 142913, 142955

363. PENEV, B.: Zdravneto văzpitanie na detsata v semeystvoto. /Health education of children in the family./

Preduchilishtno văzpitanie, 32, 1984, No. 10, pp. 21-22.
1 photograph.

Discussing the health education of children in relation to the task of improving preventive medical care of children aged one to six, the author describes a sociological survey of children's families that concentrates on the basic hygienic requirements, principles of correct nutrition that the parents should know, conditions for play and hardening.

1 preschool age,1 health system+ care, 1 prevention, 1 family; 142955

364. PERVOMAYSKIY, D.: Pravilno organizovannyi son - vazhnoye usloviye fizicheskogo i psikhicheskogo zdorovya rebenka. /Correctly organized sleep is an important prerequisite for the child's physical and mental health./

Doshkolnoye vospitaniye, 1984, No. 2, pp. 63-66.

Sleep is a vital need for the child. The need of sleep varies depending on various factors. These are the atmospheric pressure, the ambient temperature, lighting, air cleanness and the like. When the weather is cloudy, the need of night and day sleep is bigger, the sleep is deeper. In a sunny weather the air is filled with oxygen, the need of sleep diminishes. Insufficient sleep at preschool age is the most frequent cause of neuroses. Sleep disorders are not only a medical and educational problem. The need of sleep may have various deviations and cannot be defined exactly and permanently. Besides external conditions, it is also influenced by individual and typological features of the higher nervous activity. Children of the sanguine type find the transition from sleep to awakeness and the other way round easy. Children of the choleric type wake up easily but they find it difficult to fall asleep. Children of the phlegmatic type need more time, their transition from sleep to wake and the other way round is slow. The sleep of the melancholic type of children is light. Sleep standards recommended in the curricula of educational work are suitable for sanguine children. Children of the choleric type find it usually difficult to fall asleep in the afternoon and this is why they should not be forced to sleep. Phlegmatic children need to sleep more by 1 - 2 hours, they need the afternoon sleep. Children of the melancholic type should sleep longer by 2 - 3 hours than those of the sanguine type. However, these individual differences do not prevent the development of a conditioned reflex in the child of waking and falling asleep at certain times.

1 preschool age, 1 sleep, 0 typology, 1 individual differences; 142955

365. RYBAŃSKA, M.: Chorobnosť jasľových detí. /The sickness rate of crèche children./

Predškolská výchova, 39, 1984/1985, No. 3, pp. 6-7.

The Bratislava Health Education Institute conducted a survey to find out the level of care for children in crèches. In the Slovak Socialist Republic, the average number of days the child is absent from the crèche /for whatever reasons/ dropped from 60.3 days in the year 1971 to 57.3 days in the year 1981. However, the number of days that a child is absent due to sickness increased in that period from 22.0 to 23.4 and every child was absent for up to 26 days on average in the year 1983. Paediatricians that take care of crèches were asked about the factors influencing the sickness rate of crèche children. These factors include shortcomings in the crèche environment, weak cooperation between the family and the paediatrician, shortcomings in the child care in the family; unfavourable composition of the children's group from the viewpoint of their health anamnesis, shortcomings in the spatial or material equipment of the crèche; the parents pay little attention to the increasing of the child's hardening and mothers often bring their sick children to the crèche. Further, the factors include non-adherence to the doctor's instructions regarding the treatment of sick children and shortening of their convalescence period. Consequently, it is necessary to increase the resistance of children /by high-quality nutrition, movement in the fresh air, hardening/ and to restrict the possibility of spreading the infection inside the group. oint efforts of the family, the crèche and the paediatrician should be directed towards this aim.

1 preschool age, 1 sickness, 1 crèche, 1 family, 0 research, 0 Czechoslovakia; 142955

7.4 Hardening

366. BENEŠOVÁ, V.: Nejen podle módy. /Not only fashionable./

Rodina a škola, 31,1984, No. 10, p. 4.

The author discusses suitable clothing and footwear for nursery school children. The main shortcoming is unsuitability of the clothing for the child's outdoor stay for a longer period. Multi-layer clothing is recommended. As for the footwear, attention should be paid to the purpose, hygienic and health requirements.

1 preschool age, 1 nursery school, 1 clothing;
142955

367. DZHIDZHISHEVA, P.: Letuvane na more. /A summer stay at the seaside./

Preduchilishtno văzpitanie, 32, 1984, No. 6, pp. 29-32.

Discussing various aspects of organizing the preschool children's stay at the seaside in summer /fresh-air nursery schools/, the author points out the importance of the selection of the place /not more than 1 km from the sea coast/, preliminary preparation of the children /hardening, exposure to ultraviolet rays/, organization of the transportation /by air/, provision of constant supervision /especially while the children are exposed to the sun/, describes the daily routine, medical care and the like.

1 nursery school, 1 fresh-air school, 0 sea, 1 daily routine; 142955

368. HUNÁK, O.: Otužovanie - prevencia ochorení dýchacích ciest u detí. /Hardening - prevention of the diseases of the respiratory tract in children./

Predškolská výchova, 39, 1984/1985, No. 3, pp.8-9
2 figs.

Diseases of the respiratory tract develop most frequently after sudden weather changes, especially after temperature drops. The sickness rate is much lower in child care facilities where the children are hardened consistently. A 27 p.c. drop in the sickness rate of hardened children was observed in Nitra in comparison with unhardened ones. The children are won for hardening by a correct educational approach. Clubs of hardened children prove successful. A club like this was founded in Nitra in the year 1982/1983 and 1,100 children from 34 nursery schools became members. This number grew to 2,000 children from 84 schools in the school year 1983/1984. The children get membership cards of the Hardened Children's Club and by the end of the school year they get hardened children's badges - tree frogs. The badges are given to the children in a festive way, which attracts more children interested in hardening.

1 nursery school, 1 hardening, 0 research; 142955

369. Klub otužilých dětí. /The Hardened Children's Club./ Rodina a škola, 31, 1984, No. 1, p. 5.

The Prague Health Education Institute informs about Hardened Children's Clubs that are being set up in nursery schools. Every child that washes with cold water to the waist every morning and finishes off the evening bath, shower or washing with cold water can become a member. Hardened children have their own badges with dolphins. The dolphin appears also on membership cards and stick-on labels. The aim of hardening is to decrease the sickness rate of children. The parents confirm the child's hardening in the membership card once a month. Non-adherence to the rules can be excused only in case of illness.

1 nursery school, 1 hardening, 0 campaign, 0 competition; 142955

7.5 Safety education, traffic education

370. BAAROVÁ, V.: Počátky výchovy k dopravní kázni. /Beginnings of the development of traffic discipline./ Předškolská výchova, 38, 1983/1984, No. 11, pp. 21-23.
5 photographs.

Experience from the crèche is discussed. Traffic education usually begins since January for children over the age of two-and-a-half years that are adjusted well to the crèche environment and show a good level of the psychomotor development. The children get acquainted with the traffic in the crèche neighbourhood, they get familiar with various kinds of vehicles in reality and in pictures. Every nurse works with a group comprising six children at most. Traffic education topics appear in occupations in intellect, physical, music, locomotive and work education. During their outdoor stay, the children are given opportunities for developing their dexterity, quick reactions and disciplined behaviour in the course of play. Elements of traffic education appear in children's games, too. The parents also show interest and crèche workers thus influence the parents indirectly by developing traffic discipline in their children. A plan of occupations for the second half of the school year is given with a description of games that proved so successful.

1 crèche, 1 traffic + education, 1 parents; 142955

371. HESS, M.: Radfahren ist /k/ein Kinderspiel. /Cycling is /not/ children's play./

Spielen und lernen, 1984, No. 7, pp. 6-11.
4 photographs.

A worker of the Traffic Education Institute explains to the parents what dangers are entailed in cycling for preschool children. In West Germany, children usually learn cycling at the age of five and they more or less master the technique of cycling but they are not able to cope with the traffic situations. This is also reflected in the statistics of traffic accidents that show that more children were injured in traffic accidents as cyclists than as pedestrians in the year 1982 and that the total number of injuries of child cyclists increased several times /five times in the case of four-year-olds/. Legal responsibility is born by the parents but it is a problem that concerns the whole society. This is why special attention should be paid to the training of children in traffic playgrounds and to the work with the parents. Examples are given of films and recordings that can be used for traffic education.

1 preschool age, 1 traffic + education, 1 bicycle,
0 problem; 142955

72. KURCZYŃSKI, A.: *Bezpieczeństwo dzieci w ruchu drogowym.* /Children's traffic safety./

Przyjaciel dziecka, 1984, No. 5, pp. 10-11.
1 photograph, 1 ref.

Presenting statistical data on children's accidents in streets and on roads in Poland /especially those of children below the age of seven/, the author compares preventive traffic education at schools and among children in Poland and in other countries of the world /in Sweden the United States and elsewhere/, discusses problems of child psychology from the viewpoint of traffic education and traffic safety and mentions measures taken by state authorities in recent years /including also measures taken by the ministry of posts, new editions of stamps with this topic, organization of exhibitions, new posters and the like/.

1 nursery school, 1 traffic education, 0 statistics, 0 Poland; 142955

373. SERGEYEVA, V. - SYCH, V.: Dlya obucheniya detey Pravilam dorozhnogo dvizheniya. /For teaching traffic rules to children./

Doshkolnoye vospitaniye, 1984, No. 10, pp. 30-34. 8 figs.

Observations of children in the streets and talks with them show that six-year-old children mostly know the main traffic signs but almost all of them, whether coming from towns or villages, were unable to say correctly and explain on which side of the street they should walk. A set of twenty colour slides called "In the street" and designed for preschoolers and younger school children represents a practical aid. The authors give methodological instructions and describe two occupations aimed at making the children acquainted with these slides and with tasks that the children are to solve. Observations of the slides should be supplemented with observations of the traffic in the neighbourhood of the school and with practical training in the observation of traffic rules.

1 preschool education, 1 traffic education, 1 film strip; 142955

7.6 Essentials of sports activities

374. GNIEWKOWSKI, W.: Metoda gimnastyki twórczej R. Labana. /Laban's method of creative gymnastics./

Wychowanie w przedszkolu, 37, 1984, Nos. 7/8, pp. 459-462.

This is a concrete description of activities and organization of exercises done with five- to six-year-olds. /Two more articles published in the same issue discuss the application of the method./

1 preschool age, 1 physical education, 1 gymnastics, 0 creativity; 142955

375. CHRISTOVA, E.: Sportno-podgotvitelnite uprazhneniya i igri - nova forma na rabota po fizichesko văzpitanie. /Preparatory sports exercises and games as a new form of work in physical education./

Preduchilishtno văzpitanie, 32, 1984, No. 6, pp. 19-21. 2 tables.

Explaining the necessity of sports exercises and games outside physical education lessons, the author describes their content, period of duration and place in the timetable /25 - 30 minutes in the morning twice a week/, stating also what apparatus is necessary, how to guide the games and the like. Criteria given here should serve as a basis for the selection of exercises and games /age, sensitive periods of physical and mental development/. In keeping with the new curricula, the children are to get acquainted with cycling, driving pedal cars, tobogganing, swimming, roller skating, badminton, table tennis, riding on a scooter, ball games. Stressing the necessity to keep the games varied, the author gives many examples of each type of these sports activities.

1 nursery school, 1 sports games; 142955

376. KAZAKOVTSEVA, T.: Nachalnoye obucheniye detey plavaniyu. /Initial teaching of swimming to children./

Doshkolnoye vospitaniye, 1984, No. 7, pp. 22-25.

The article describes the nursery school experience from the Kirovo town where several nursery schools have their own indoor swimming pool. The instruction begins with three- to four-year-olds. The children are divided into groups with respect to their age but the composition of groups changes constantly depending on how developed the children are. Groups of the youngest children should comprise five to eight children, groups of six-year-olds can comprise 10 - 12 children. It is suitable to give lessons in swimming twice a week, i.e. about 60 lessons a year. The water temperature is 32° C at the beginning and it gradually drops to 28° C. The following methodological sequence has been worked out: 1/ getting familiar with the properties of water, overcoming of the fear; 2/ moving in the swimming pool in various ways and at various depths; 3/ ducking under with the eyes open; 4/ learning to breathe in water; 5/ lying on water on the back and in the prone position; 6/ floating while lying on water on the back and in the prone position; 7/ simple arm and leg movements in the course of floating; 8/ learning of simplified swimming styles; 9/ learning of sports swimming styles. These tasks are described in more detail for the individual age groups.

1 nursery school, 1 swimming, 0 instruction + method; 142955

377. KORZHETS, A.: Organizatsiya plavaniya v basseyne detskogo sada. /The organization of swimming in the nursery school swimming pool./

Doshkolnoye vospitaniye, 1984, No. 12, pp. 27-28.

The nursery school in question is in Tallin and it has its own swimming pool, its dimensions being 5.7 m x 3.9 m and the depth being 60 cm. Every groups has its own changing room, where each child has his own chair and a hanger for the towel. The floor is heated. Children aged three to seven go swimming twice a week. The occupations are organized in groups, each group comprising 10 - 12 children. The composition of the groups changes, depending on the results achieved in swimming. The skills learnt in the swimming pool are reinforced in bathing in the sea in summer.

1 nursery school, 1 swimming, 0 organization, 0 Soviet Union; 142955

378. MIKOLÁŠEK, V.: Děti, přišlo léto, budeme lyžovat ! /Children, the summer has come, we shall ski./

Predškolská výchova, 38, 1983/1984, No. 11, pp. 18-19. 2 photographs.

The author describes how crèche children from Jablonec nad Nisou learn to ski on an artificial lawn made by the Nisasport factory that has a patronage over the crèche. The lawn can be placed anywhere. A thirty-meter long track with a nursery slope has been formed here. It requires no special care, suds poured on the lawn improve the gliding. At first the children get acquainted with the skiing outfit, then they learn gradually the basics, i.e. walking, turns, standing on one leg, sideway jumps, walking with sticks and without them and then downhill run on the nursery slope. Skiing on an artificial lawn is used in all twenty crèches in the Jablonec district.

1 crèche, 1 physical education, 1 skiing, 0 summer; 142955

379. PANOV, N.: Plavaniye - sostavnaya chast fizkulturnogo zanyatiya. /Swimming is a component part of physical education occupations./

Doshkolnoye vospitaniye, 1984, No. 12, pp. 28-29.

The author describes the experience from a nursery school in Kharkov that has its own open-air summer swimming pool with heated water and an indoor one for use in winter. Besides, the nursery school has its own gymnasium, a small stadium with playfields for football, volleyball and basketball ,the light athletics sections with a track and a landing pit for jumps, a cycling track with traffic signs. Children learn swimming since the age of 1. They learn it in three stages: 1/ getting familiar with water /children aged 1 - 3/; 2/ mastering of the basic elements of swimming /children aged 3 - 4/; 3/ perfecting of the swimming skill /children aged 4 - 7/. By the end of the third stage the children are able to swim a distance of 25 m in a free style. The children are divided into three groups. Group A comprises children with motor talents, with good swimming results. Group B comprises normally developing children whereas group C contains children that are not so well developed physically, weakened after some illness and the like. The respective sets of exercises are laid down for each of these groups, with differentiated loading and tasks. Children belonging to group A should learn to swim in three styles: free style, crawl and backstroke. Group B children should learn to swim up to 50 m by the end of the school year, stress is laid on their overall hardening. As for group C, the aim is the children's overall recovery, improvement of health, swimming without any big loading, possible remedy of spinal defects. The children do exercises before swimming, in the gymnasium in winter and outdoors in summer. Transfer class children can swim 25 m in 28 seconds.

1 preschool age, 1 swimming, 0 conception; 142955

380. PETRENKO, G.: Sistema kontrolya i rukovodstva otdela narodnogo obrazovaniya v organizatsii obucheniya detey plavaniyu. /The system of the national education department's supervision and control of the organization of teaching the children swim./

Doshkolnoye vospitaniye, 1984, no. 12, pp. 25-27.

The article describes experience from Volgodonsk that has 50 preschool child care facilities for more than 16,000 children. The town is a pioneer in setting up swimming pools for nursery schools and in teaching preschoolers to swim. In the year 1962, the first swimming pool measuring 14 x 6 m was built, the depth being 1.6 m for older children and 1.2 m for younger ones. One of the nursery schools, which later became an instruction nursery school, worked out a method of teaching the children to swim. The method was gradually taken over by all other nursery schools in the town and it was also shown at the exhibition of the results of the national economy in Moscow. The children get acquainted with water since the age of two. Older children learn the crawl, the breast stroke and the

the back-stroke. The further implementation of physical education tasks was connected with the mass construction of swimming pools and sports complexes in preschool facilities. Swimming is a component part of the whole system of physical education and it is taught under the supervision of the children's policlinic and under the organizational and methodological guidance of the medical and physical education dispensary. Special attention is paid to the prophylaxis of young children. The town hospital has set up its physiotherapeutic ward, it has a counselling centre for parents teaching their children under the age of 1 to swim. Swimming has influenced the basic indicators of the children's physical development and state of health, a drop has been observed in the number of posture defects and in the overall sickness rate. Discussions and demonstrations of children's swimming in swimming pools were organized with the aim of informing the parents; broadcasts and local newspapers were used for the purpose too.

1 nursery school, 1 swimming, 0 control, 0 Soviet Union; 142955

381. So Vsesoyuznoy nauchno-prakticheskoy konferentsii po obucheniyu plavaniyu detey doshkolnogo vozrasta./From the unionwide scientific and practical conference on the instruction of preschool children in swimming./ Doshkolnoye vospitaniye, 1984, No. 12, pp. 19-21. The conference dealt with problems connected with

staff training for the instruction in swimming, with inclusion of swimming in the daily routine of children, with the impact of swimming on the children's health and with the inspection of hygienic conditions in swimming pools. Attention was paid also to the present-day state and future prospects of building swimming-pools for preschool facilities. The place of swimming in the system of an all-round education of preschool children was the topic chosen by T. I. Osokina from the Scientific Research Institute of Preschool Education, which is a part of the Academy of Educational Science of the Soviet Union. She stressed the medical and social importance of swimming. The children learn to keep above water since the earliest childhood, the scope of their knowledge of hygiene widens , the habits of self-attendance are reinforced. She also stressed the influence of swimming on the development of positive character traits, such as self-control, perseverance, courage. Practitioners stressed especially the improved health state of children, a drop in the sickness rate. The problem of increasing the effectiveness of the instruction in swimming was discussed by Z. P. Firtsev, chairman of the Swimmers' Federation of the Soviet Union. He stressed the importance of continuous learning that should begin since the child's birth and continue throughout the preschool period. Conference participants recommended to work out the curricula and methodological recommendations for the instruction of children in swimming since the age of 2 in various conditions and to secure the production of the necessary equipment and inventory. Problems discussed included the increasing of funds for preschool facilities with swimming pools, the preparation of hygienic standards for the maintenance of swimming pools and for the designing of various types of swimming pools for preschool facilities, both outdoor and indoor ones.

1 nursery school, 1 swimming, 0 science + gathering, 0 Soviet Union; 142955

382. TISHCHENKO, P.: Opyt organizatsii obucheniya plavaniyu v doshkolnykh uchrezhdeniyakh. /The experience of organizing the instruction in swimming in preschool child care facilities./

Doshkolnoye vospitaniye, 1984, No. 12, pp. 21-24.

There are more than 2,400 preschool child care facilities in the Rostov region. These are attended by approximately 240,000 children. Many nursery schools tackle the tasks of physical education in cooperation with teams of physical training and sports specialists, health workers and educationalists. The instruction in swimming has spread in the last decade as a part of the physical education of children. A design of an open-air swimming pool measuring 6 m x 12 m and 1 m deep was prepared. At the present time, there are about 200 nursery school swimming pools in the Rostov region. It was necessary to train the staff for instruction in swimming simultaneously with the construction of swimming pools. The district regional institute for continuation in-service training of teachers was assigned the task of organizing seminars for the purpose. More than 1,220 persons were trained in the course of 12 years. The regional department of national education pays constant attention to the improvement of swimming instruction methods. The instruction in swimming takes place every day in summer, twice a week in autumn and winter and three times a week in transfer classes. Depending on the age of the children and on the stage they have reached, the length of the occupation is between 5 and 30 minutes. Having passed through a system of 77 occupations used in indoor swimming pools,the children are usually able to swim the distance of 10 - 15 metres. Two selected nursery schools serve as instruction ones. They organize regular consultations, seminars, demonstration occupations for various categories of preschbol child care workers. The distric regional sanitary and epidemiological centre checks the adherence to hygienic requirements regarding the use of swimming pools. If there are suitable conditions, preschoolers learn swimming in swimming pools run by the local authorities or belonging to the local enterprises. This possibility was used by about 3,000 preschoolers in the Rostov region. Besides, the children learn to swim at public beaches and in public bathing pools. Swimming is of considerable impact on the child's overall physical development; it contributes to the improvement of the basic movements, to the correct posture; it is one of the means of hardening and it helps to decrease the children's sickness rate. The Rostov regional department of national education recommends further construction of various types of swimming pools, better utilization of natural water basins and beaches; it is recommendable to increase the number of children learning to swim and to begin with the instruction in swimming since very early childhood.

1 preschool age, 1 nursery school, 1 swimming, 0 experience, 0 Soviet Union; 142955

383. Wie ein Fisch im Wasser. /Like a fish in water./

Spielen und lernen, 1984, No. 6, pp. 6-8, 11.
5 photographs.

This is information about the experience of sucklings' swimming and an analysis of the results of two swimming centres. An explanation is given of the principles of sucklings' swimming, of the methodology of play activities with children in water, of conditions necessary for sucklings' swimming. These basic conditions include water temperature ranging between 28° C and 30° C, air temperature higher by 4° C than water temperature, the maximum length of stay in water being 10 minutes. The child should not eat later than an hour before swimming. It is desirable for the children to have their rubber baby pants on. The children should be in water only together with their parents. If possible, the parents should not use swimming caps as this makes orientation difficult for the child. However, it should be stressed that this is absolutely no swimming drill, it is movement in conditions that are natural and healthy for the child.

1 preschool education, 1 suckling, 1 swimming, 1 parents, 0 West Germany; 142955

7.7 Sex education

384. DOCCLO-GOUDALIER, P.: L'éducation sexuelle à l'école maternelle. /Sex education in the nursery school./
L'école maternelle belge, 1983/1984, No. 3, pp. 112-117.

In the first part of his article, the author explains the psychoanalytical conception of the child's sexual development, especially the Oedipus complex and the Cain complex. Sex education should be aimed at overcoming these complexes since early childhood. The child is educated in this respect by his parents, the nursery school teachers, TV and reading. In conclusion, the author expresses his opinion that "everything is a matter of keeping within bounds and shades of nuances"in sex education like anywhere else.

1 preschool age, 1 sex education; 142955

385. **ENEVA, G. - TONCHEVA, T.:** Polovoto văzpitanie v preduchilishtna văzrast. /Sex education at preschool age./

Preduchilishtno văzpitanie, 32,1984, No. 11, pp. 15-16.
3 refs.

As soon as the children start trying to imitate relations among adults, "male" and"female" way of thinking starts to develop. The authors present the results of a survey covering 400 families with children aged 3 to 7. Most of the questions of the type "How are children born?" /the most frequent formulation/ are asked by boys, most frequently between the fifth and sixth year of age. Seventy per cent of parents have wrong ideas about the time and form of sex education. The authors recommend the correct method, suggesting simultaneously that it would be advisable to increase the education of parents in this respect.

1 preschool age, 1 family + education, 1 sex education; 142955

386. **KOBLINSKY, S. - BEHANA, N.:** Child sexual abuse. The educator's role in prevention, detection and intervention.

Young Children, 39, 1984, No. 6, pp. 3-15.
1 photograpn, 27 refs.

This is a study of the problem of child sexual abuse, which represents a serious danger for ever fourth girl under age in the United States of America. The programme of preventive education in the family as well as in public child care facilities is supplemented with methodological examples, a list of specialist literature and aids both for parents and for teachers.

1 sex education, 1 criminal offence, 0 United States;
142955

387. LEVI, V.: Otkuda ya vzyalsya ? /Where did I come from?/

Semya i shkola, 1984, No. 5, pp. 28-31. Continued.

Sex education cannot be excluded, it is a part of the overall education of complete man. Since early childhood, the child takes interest in everything surrounding him, naturally also in his own body. If this interest is too pronounced, it is necessary to distract the child's attention; however, forbidding or reproaching is not correct. The child does not understand why he should not touch some parts of his body, why it is bad. Later the child is interested to know what the body of the opposite sex looks like. The parents should be careful lest they should increase this interest by prohibitions. When the child asks why it is not suitable to strip some parts of the body bare, the parent should say that this is a custom in this part of the world and that it is not correct to behave against the recognized customs and rules of behaviour. The author gives an example of what answer to give to the child when he asks how he came into being.

1 preschool age, 1 sex education, 1 educational methods; 142955

388. LUBAŃSKI, K.: *O problemach wychowanie seksualnego.* /On problems of sex education./

Wychowanie w przedszkolu, 37, 1984, No. 2, pp. 79-83.
1 ref.

Sex education should begin as soon as possible, practically since the first days and months of the child's life. Preschool child care institutions play a significant role in the system of uniform sex education /supplemented later, at the level of the basic school/. A characterization is given of the aims and spheres of nursery school teachers' activity in this respect - purposeful guidance of boy-girl contacts /many children meet the opposite sex in the nursery school for the first time/, emotional education, satisfaction of the cognitive instincts and curiosity at an adequate level, possibility and necessity of the educator's intervention, prophylaxis of negative influences, compensation for insufficient sex education in the family and the like. Suitable methods of work are mentioned /especially talks with the children, suitable games/, together with ways of handling difficult situations /cases of stripping oneself naked, onanism and the like/.

1 preschool education, 1 sex education, 0 Poland; 142955

389. POLIAKOVÁ, E.: Pohlavná výchova. /Sex education./ Predškolská výchova, 38, 1983/1984, No. 9, pp.9-11. 6 refs.

The aim of education for parenthood and sex education in early childhood is to develop in the child a correct attitude to sex that helps him/her to understand fully and accept his/her sex role. In cognitive activities, the aim is to give the child basic information about how he/she has come to the world. In the emotional sphere, feelings of friendship are strengthened and formed, the children are led to positive contacts with other people, to cooperation and sympathy. Suitable talks about the parents and the home help to develop in the children positive attitudes towards their own families. When the child acquires the habits of correct behaviour, he learns also correct intersexual relations. Boys are taught since early childhood to be considerate towards girls, they should protect them. Girls should strengthen emotional, character and volitive traits necessary for the future mother and wife. The principle of a scientific approach in the sphere of sex education is implemented through education for equality between man and woman. Parental example and attitude is the most important thing. This is why attention should be paid to the guidance of parents with respect to sex education in preschool child care facilities.

1 nursery school, 1 family, 1 sex education, 1 boy, 1 girl; 142955, 142957

390. REPINA, T. - ARUTYUNOVA, L.: Vospitaniye malchikov i devochek. /The education of boys and girls./ Doshkolnoye vospitaniye, 1984, No. 6, pp. 50-51.

Views that it is not necessary to differentiate the education of both sexes are subjected to criticism at the present time. The results of such education manifest themselves as emotional instability and lack of responsibility for the family. Marxist social psychology stresses the dependence of the sex role on historically developed standards and customs, on the nature of the division of labour. In the Soviet Union, conditions have been created for an all-round development of the personality, there is no discrimination with respect to sex. Nevertheless, even in the socialist society there are biological and psychological differences between man and woman and there is a certain difference in the social roles. Physiological and psychological differences manifest themselves in children since early childhood, in their physical performances, in their interests. The process of sex differentiation begins in the family. The children get to know that there are two sexes and that they belong to one of them. By the end of the fourth year, the child develops a stereotype corresponding to his/her sex. Observations of the specific features of the education of preschool children in families in Moscow and in Yerevan show that the parents often unconsciously orientate their children towards their sex by the choice of toys, in work activities and the like.

1 preschool age, 1 sex education, 1 mind, 0 development; 142955

391. ZORZI, H.: Typisch Mädchen? Typisch Junge?
/A typical girl? A typical boy ?/

Spielen und lernen, 1984, No. 5, p. 18.
1 photograph.

This is an analysis of some passages from the literature for the youngest children from the viewpoint of sex education, showing to what extent the literary hero helps the child to identify himself/herself with the role of a boy or a girl. The author states that the understanding of roles in literature is mostly very traditional, masculine heroes are mostly pictured with more success, there are few feminine heroes and those are usually understood in the "classical" way, i.e. passive and submissive. In conclusion, the author recommends to the parents to get familiar with some suitable books as well as with the theory through a specialist catalogue prepared for parents by A. Mathias.

1 preschool education, 1 literary education, 1 children's book, 0 hero, 1 sex education;
142963, 142955

8 SOCIAL AND EMOTIONAL DEVELOPMENT, MORAL EDUCATION

8.1 Socialization

392. Allgemeine Überlegungen zur Gestaltung des ersten Kindergartentages. /General observations on the arrangement of the first day in the nursery school./

Der Schweizerische Kindergarten, 74, 1984, No. 3, pp. 7-8.

The first day spent in the nursery school is of special personal importance for every child. If the child is to feel well soon, the teacher must make him gradually acquainted with everything that is new to him. If she succeeds in creating a merry, relieved atmosphere by means of play, the child loses his fears. If the parents can spend the first day with their child in the nursery school, the teacher gives them confidence that the child is taken good care of in the nursery school. When making preparations for the beginning of the school year, the teacher must feel herself into the position of the children and their parents. She tries to strengthen the child's feeling of security and confidence, to evoke his interest in the nursery school. The feeling of security is strengthened by everything that the child knows: familiar toys, familiar songs. The teacher tries to get into direct contact with all individual children, even for a short while. Making contacts to other children is facilitated by simple games in a circle, by games in which the children get to know the names of their new friends and the like.

1 nursery school, 1 socialization, 1 day, 0 first;
142957

393. BABSKA, Z. - SCUGAR, G. W.: Obraz dziecka a typ relacji między dorosłym a dzieckiem we wspolczesnym świecie. /The child's image and the type of adult-child relation in the present-day world./

Wychowanie w przedszkolu, 37, 1984, Nos. 4/5, pp. 213-219.
2 refs.

This is adapted text of a paper read at the 17th congress of the World Organization for Preschool Education in Geneva in the year 1983. The child enters into interaction with the world of adults since the first moments, of his life, he is drawn into relations of "taking" and "giving". Contrary to sociobiological conceptions viewing the problem of preparation for life as the individual's adjustment to "struggle for life", the authors proceed from the conception that interhuman relations - without one-sided domination - are shaped in very differentiated, complex ways.

Having in mind this complexity, they analyze the adult-child interaction, the importance of the adult's image of the child. Discussing the role of experience the child gains in his first years of life for the child-adult relation /and for the relations to other persons in general/ and the adult's role in the shaping of the child's experience, the authors call for a partnership, an "equal" child-adult relation in mutual interaction and communication and they formulate some principles and postulates governing the development of such interaction.

1 preschool education, 1 adult, 1 child, 0 interaction; 142957

394. BRZEZIŃSKA, A.: *O twórczej aktywności dziecka w wieku przedszkolnym.* /The child's creative activity at preschool age./

Wychowanie w przedszkolu, 37, 1984, No. 3, pp. 131-139.

3 photographs, 10 refs.

The first part of the paper contains a characterization of the activity as the child's expression and a factor of his development on the basis of studies by Polish and foreign authors /Przetacznikowa, Tyszkowa, Reykowski-Kochańska, Bruner, Murray, Vygotski, Débesse/. The second part presents a classification of kinds of the child's activity based on new studies in developmental psychology; they are presented in a systematic relation from the viewpoint of goals - mechanisms - ways of cognition, from the aspect of types of children's contacts with the environment /the world/ and man-environment interaction /see Tomaszewski's theory/. The paper represents a generalisation and a brief summary of the results published in present-day specialist literature.

1 nursery school, 1 activity, 0 typology, 1 developmental psychology, 0 research, 0 survey; 142957

395. ČERNOUŠEK, M.: Holka nebo kluk - jaký je v tom rozdíl ? /A girl or a boy - what is the difrerence ?/
Děti a my, 14, 1984, No. 4, pp. 11-13.
3 photographs.

There are not only anatomical differences between the sexes, there are also psychological differences that develop ever since the birth. They are difficult to perceive at first but later their manifestations grow clearer and more pronounced. However, they are not unchangeable. They are given by the biological chromosomal basis at the moment of conception, by different anatomical structures and the physiological outfit as well as by the "social decision". The moment the parents get to know that their newborn child is a boy or a girl, they form - both consciously and unconsciously - the respective attitudes that are of immense importance for the development of the psychology of sex. Other socialisation factors are also of importance - the nursery school, peers, brothers and sisters, TV and the like. Eric Ericson, a child psychologist, studied the child's play at preschool and early school age from the viewpoint of sex differentiation. Children's fantasy play limited by the material that is accessible shows a basic difference in the use of space and the way of playing: whereas boys occupy the outer space in the course of play, static interiors dominate in girls' play. The outside and inside space - as the basic frame for experiencing manhood and womanhood, so much pronounced ever since childhood and so much used in adult activities - repel and attract each other in the eternal unity of the two sexes.

1 nursery school, 1 sex, 0 difference; 142957

396. DE COSTER, W.: *L'enfant socialement défavorisé. Possibilités d'optimaliser son développement.*
/A socially disfavoured child. Possibilities of optimalizing his development./
L'enfant, 1983, Nos. 4/5, pp. 36-44.

The paper discusses what should be done in Belgium so as to secure healthy development of children from socially weaker groups: 1/ Correct child care since the first days of the child's life is of prime importance. 2/ It is necessary to improve the system of preventive medical care. 3/ Besides the satisfaction of material needs, an emotional contact between the educator and the child is necessary for the child's harmonious development. 4/ The child

should be given suitable stimulation, both with respect to material stimuli and to social links.
5/ It is necessary to improve education for parenthood and to provide parents with more information.

1 child, 0 development, 1 social environment, 0 poverty, 1 care + children, 1 education for parenthood, 0 Belgium; 142703

397- ENEVA, G. - SHOSHKOVA, S.: Postoyanstvoto i promyanata v detskite otnosheniya. /Children's relations, their permanency and changes./

Preduchilishtno văzpitanie, 32, 1984, No. 2, pp. 10-12.

Discussing the developmental trends, stages and the dynamics of mutual relations in a children's group and their differentiation and orientation with respect to age, the authors characterize microgroups within children's groups from the psychological viewpoint. Their development is connected with the social maturing of children.

1 preschool education, 1 nursery school, 1 child, 1 socialization, 1 group, 0 development; 142957

398. **HAZEN, N. - BLACK, B. - GLEMING- JOHNSON, F.:** Social acceptance. Strategies children use and how teachers can help children learn them.

Young Children, 39, 1984, No. 6, pp. 26-36.
2 photographs, 9 refs.

Proceeding from an analysis of the types of social relations within a children's group, the authors describe an experiment made to measure social acceptance by means of choice based on photographs. They analyze typical difficulties of rejected children and outline the methods of contributing purposefully to the development of conflict-free social relations in a group of preschool children.

1 nursery school, 1 socialization, 1 social relation, 0 forming, 0 research; 142957

399. Jeder Anfang ist schwer .... /The first step is always the most difficult ..../

Der Schweizerische Kindergarten, 74, 1984, No. 3, pp. 1-2.

In the Zürich canton alone, about 10,500 new children come to the nursery school in April every year. For many of them this means the first step out of the family into a new and wider society. The child faces the task of coping with this new situation. He must overcome his fear, make contacts, play and occupy himself together with the other children. To a considerable extent, the teacher can prevent these feelings of insecurity, parental fears and children's anxiety. In relation to parents, she can provide them with information about the nursery school, enter into contact with them, create optimum conditions for the children to feel well in the nursery school.

1 nursery school, 1 day, 0 first, 1 fear, 1 educator, 1 parents; 142957

400. KĄKOL, M.: Dziecko i przedszkola. /The child and the nursery school./

Wychowanie w przedszkolu, 37, 1984, No. 2, pp. 67-75. 5 refs.

The article is subtitled: Studies of the relations of six-year-olds to the nursery school. The empirical starting point was formed by the author's individual interviews of 173 children from Szecin and surroundings /87 girls, 86 boys/ conducted in the period from March to April, 1983 /in cooperation with teachers and methodologists working in the area/. Proceeding from the postulate that a happy childhood is a highly significant fact for the healthy psychological development of the child, the author points out the basic importance of knowing the child's relation to preschool child care facilities /like - dislike to nursery school, various occupations, daily routine and the like/. The results of the author's survey are analysed. Though they cannot be generalized, they can be used as input information for further studies.

1 nursery school, 1 child, 0 attitude, 0 research, 0 Poland; 142903

401. KLIŚ, M.: Z problemów spolecznego rozwoju dziecka. /Problems of the child's social development./

Wychowanie w przedszkolu, 37, 1984, No. 9, pp. 507-514.
2 tables, 10 refs.

The application of a sociometric test to interpersonal relations of preschool children is discussed. Moren's test used for preschool children /adjusted by the Polish author Pilkiewicz/ is not justified, the author presents the results of its application to the problems of the process of children's socialization /age 4 to 6, n = 200/.

1 preschool age, 1 interpersonal relations, 1 sociometry, 1 testing, 0 criticism; 142919, 142957

402. LAUVIGE, Ch.: Avons-nous tendance à stéréotyper ? /Do we tend to stereotypes ?/

L'éducation enfantine, 1984/1985, No. 4, pp. 4-9.
6 figs., 1 table, 5 refs.

The author informs about a survey conducted to find out the differences between boys and girls seen through the eyes of employed mothers and those that do not go to work. A detailed questionnaire was used to find out their views. The results show that socialization has some differing features in boys and girls in the first years of life and that these differences are influenced by the family, by picture books, fairytales and play.

1 preschool age, 1 socialization, 1 sex, 0 difference, 1 mother, 0 evaluation; 142957

403. MESHCHERYAKOVA, S.: Znacheniye privyazannosti k vzroslomu dlya razvitiya rebenka. /The importance of attachment to an adult for the child's development./

Doshkolnoye vospitaniye, 1984, No. 7, pp. 38-42.

A suckling should be approached as an active being that has his own relation to the surrounding reality. Contact with adults is important at every stage of the child's development. An emotional relation is characteristic for the first six months. Lack of such contact brakes the child's development, his mental activity. The Scientific Research Institute of General and Educational Psychology conducted a survey aimed at confirming the hypothesis that the child's emotional relations to an adult are formed in the process of mutual contacts. Observations were made of children aged 1.5 months to 6 months. The experimenters had intensive contacts with the children of the experimental group and emotional relations were reached. The experimenter was also in contact with the control group but no emotional relation was reached. The child's effort to communicate his impressions to a nearby adult shows the developing ability of sharing the experience. The emotional contact is the predominant activity in the first six months of the child's life. This is the activity that helps to develop other kinds of activities, to perfect various mental processes. Emotional relations that the child develops to adults are referred to as emotionally personal relations because they develop in the process of emotional contact comprising exchange of positive emotions and the child's and the adult's personalities as the subjects. This shows the necessity of an all-round, adequate development of emotionally personal relations in the education of sucklings. This is especially topical with respect to the raising of children in children's homes.

1 preschool education, 1 age of 6 months, 1 emotional relation, 1 adult, 0 interaction, 1 children's home; 142957

404. OSCHINSKY, S. - GEVAERT-DELATTE, D.: Adoption des mineurs placés et abandonnés. /The adoption of children under age placed in families and abandoned./

L'enfant, 1983, No. 6, pp. 23-29.
1 photograph, 1 fig.

Dealing with the problem of adoption primarily from the legal viewpoint, the authors characterize the activities of the National Commission on Ethical

Problems /Commission nationale pour les problèmes ethiques/ and the Youth Protection Office /Office de la protection de la jeunesse/. They present the results of a questionnaire survey conducted by the Youth Protection Office. These results show in clear light the specific problems of children placed in families and abandoned as well as problems of adoption in general. In conclusion, the authors present a summary of proceedings on adoption in the Belgian senate from the year 1977/78 to the year 1982/83.

1 abandoned child, 1 adoption, 1 legal standard, 0 Belgium; 142701

405. OSTROVSKAYA, L.: Vospitaniye malchikov. /The upbringing of boys./

Doshkolnoye vospitaniye, 1984, No. 11, pp. 48-52.

Sociologists, psychologists and educationalists have found out recently that feminization prevails in family education, that due to this boys acquire traits that are not characteristic for men; they are not given opportunities for showing how strong their will is, how hardened they are physically and mentally; cultured behaviour that manifests itself also in respect for women is underestimated. These shortcomings stand out more sharply at school age. The educator should try to find ways of developing the correct understanding of the man's dignity in boys, since their earliest childhood. Boys should be taught to control themselves, to be courageous, to have strong will, to protect those who are weaker. In the nursery school, the teacher educates a children's group based on friendship and equality. The requirements made on boys and girls are the same, there may be only slight shades of differences that take into account the special mental features of the two sexes. The demands made on boys can be higher than those made on girls. Boys should be taught to keep to the following rule: when the others have helped you and given way, thank them and do the same if need be. For instance, the teacher gives the boys an opportunity of giving an example of courage as the first ones, of rendering help; she explains to the boys that it is the duty of the stronger one to help the others. These external forms of behaviour change gradually into inner needs.

1 family + education, 1 nursery school, 1 boy, 1 educational care, 0 specific features; 142957

406. REPINA, T.: Gruppa detskogo sada i protsess sotsializatsii malchikov i devochek. /The nursery school group and the process of boys' and girls' socialization./

Doshkolnoye vospitaniye, 1984, No. 4, pp. 28-30.

The realization of oneself as a representative of a certain sex is one of the basic features of the child's development. Acquiring the behaviour corresponding to the respective sex is a part of the child's socialization. This process is accomplished not only through the family but also through the child's peers. Topic-oriented play in its developed form calls for another partner. Long-term observations of relations among children in the nursery school have shown that group life and daily contact in various situations create a complicated and relatively permanent system of relations. Nursery school groups represent for the children a source of various pieces of knowledge, both positive and negative. They give the child a "model" to imitate and influence the shaping of his views and evaluations. The coexistence of children in a group also plays the role of sexual socialization. According to authors from the Western countries, sex plays no role for two-year-olds in their choice of play partners. By the end of the fourth year children usually form play groups according to sex. The author describes a survey conducted to find out the sex differences in the course of play. The survey covered 1134 children aged 3 to 7. Same-sex groups were formed by 91 p.c. of children in the course of play. The girls were more demanding in their choice, their groups were more permanent. Boys made more contacts than the girls and their play groups comprised more children. 2,240 children were asked about their favourite griends. A child of the same sex was denoted as the favourite friend in 71 p.c. of cases. The liking for a same-sex friend grows as the child is getting older. A survey covering the follow-up study made of the same children two or three years later showed that girls' sympathies were more permanent than those of boys. These as well as other studies show that it is necessary to take differentiated attitudes according to sex ever since early childhood. This problem of social psychology and education has not been dealt with in detail yet. It will be the teacher's task to find ways of developing friendly relations among boys and girls while not suppressing the process of sex differentiation, and to guide this process in a suitable way. One of the ways is giving opportunities for topic-oriented play that satisfies the interests of both boys and girls.

1 nursery school, 1 family, 1 sex, 0 specific features, 1 educational methods, 0 differentiation; 142909, 142955

407. SPĂTĂRELU, M. - VOINER, E.: Modalităţi de formare a deprinderilor de comportare civilizată la copiii preşcolari. /Possibilities of developing the habits of civilized behaviour in preschool children./

Revista de pedagogie, 33, 1984, No. 2, pp. 24-27.

The experience of nursery school teachers shows that these are the basic habits, ranging from individual hygienic habits to civilized behaviour within a small group of children. The children reinforced these habits through play in which they were shown or they themselves showed the correct behaviour and, primarily, through observing teachers' behaviour to one another.

1 socialization, 1 personal hygiene, 1 nursery school, 1 methods of education, 0 example; 142957

408. SPIŠIAKOVÁ, J.: *Osobnost' a jej utváranie.* /The personality and its development./

Predškolská výchova, 38, 1983/1984, No. 9, pp. 3-5.
8 refs.

The child is born with certain talents, anatomical and physiological disposition and prerequisites. Living conditions and the social background decide what qualities and abilities will develop from these gifts. The social background includes also the education. There is another factor in the development of the personality - the activity of the personality: the personality is shaped through activity. Various contradictios that develop in the child's relation to his environment are the motive powers of mental development. The satisfaction of the child's needs eliminates these contradictions, the child reaches a higher developmental stage, new needs arise and contradictions arise again. The following stage of development is not a negation of the previous development, it is its outdoing.

1 preschool age, 1 child, 1 personality, 0 forming, 1 developmental psychology; 141103, 141107

409. **ŠTURMA**, J.: Podivuhodný život. /O vývoji před porodem./ /A remarkable life. The development prior to birth./

Děti a my, 14, 1984, No. 2, pp. 6-8.

The deep personal mother-child link that is a vital condition of healthy development has its roots in the prenatal development. The child has his own, specific life ever since the very beginning. It can be characterized by activity. The unborn child responds to various stimuli in keeping with some general rules but the responses are unique, the child reacts as an unrepeatable human being. We can observe not only reactions to outside stimuli but also spontaneous activity. At first the child reacts with the whole body but later his reactions are more differentiated. The child's activity grows unspecifically when the mother is in a state of physical or mental stress. Many psychotherapists are of the opinion that pregnancy - the period in which the child meets the world around him and learns to live in it and to adjust himself to it - influences the basic feeling of confidence and the child's positive attitude to the world later in life.

1 mother, 1 pregnancy, 1 prenatal period, 0 importance, 142705

410. TARDOS, A. - SZANTO, A.: Qu'est-ce que l'autonomie dès le premier âge ? /What is autonomy since the first childhood ?/

L'enfant, 1984, Nos. 3/4, pp. 6-13.
7 photographs.

The paper sums up the results of psychological studies of children in the first year of their lives. The observations of children by adults concentrated on the kind of activity, on its content, its duration and its place in the child's whole behaviour. Attention was paid to the child's autonomous play and to the child's autonomous movements that were made on the child's own initiative. An important condition of the child's activity is represented by the adult's relation to it, i.e. the creating of an environment that stimulates the child and meets his individual needs.

1 child, 1 age, 1 activity, 1 behaviour, 1 play, 0 autonomy, 0 stimulation; 142903

411. TRAWICK-SMITH, J. - THOMPSON, R. H.: Preparing young children for hospitalization.

Young Children, 39, 1984, No. 5, pp. 57-63.
1 photograph, 16 refs.

This is a survey of studies dealing with the preparation of a young child for hospitalization. Stress is laid on the importance of the preparation as the hospitalisation of children is a very frequent event nowadays. Examples are given of how the children were made familiar with the hospital environment in the nursery school /topic-oriented play, a visit to the hospital environment, films, books, contact with a sick friend and the like/. What the authors find very important is not only the informative aspect but also the way of experiencing and accepting information by the individual children that may give an idea of how the respective child will cope with the situation when it arises.

1 preschool age, 1 hospital, 0 preparation; 142955

412. VANČUROVÁ, E.: Dítě mezi lidmi. /A child among people./

Děti a my, 14, 1984, No. 2, pp. 8-10.
3 photographs.

The author analyzes the conditions in which the children develop and master an adequate social behaviour. Various forms and educational methods should be used to make the child familiar with the fact that he is and will be living among people, that it will be more pleasant for him when he not only takes his surrounding into account but when he also respects it, that there are rules that govern the contact among people. The example and imitation of adults, especially of parents, are of prime importance for the development of moral behaviour.

1 preschool age, 1 social behaviour, 1 moral behaviour, 1 educational methods; 142957

8.2 Emotions; reward and punishment

413. BRĄGIEL, J.: Warunki skuteczności działań wychowawczych. /Conditions for the effectivity of educational measures./

Wychowanie w przedszkolu, 37, 1984, No. 10, pp. 590-595.
7 refs.

This study concentrates on the use of reward and punishment in preschool education /on the basis of observations of teachers at work/ and the effect it has on children. /Out of 512 observed cases of the use of reward or punishment, punishment was used in 274 cases and reward or praize was used in 238 cases/. Discussing the hierarchy of means used, the author describes methods of their use, teachers' views of punishment and reward in the process of education.

1 nursery school, 1 educational methods, 1 reward, 1 punishment, 0 research; 142957

414. KAMII, C.: Obedience is not enough.

Young Children, 39, 1984, No. 4, pp. 11-14.

Contemplating the moral education of a preschool child, the author points out that the aim of a rebuke or punishment is to influence the child's future behaviour, not the adult's dominance in the respective situation. The effort to reward "good" behaviour and to punish "bad" behaviour must be outweighed by the effort to influence the child's attitude to his own behaviour, stressing his responsibility for his own behaviour, help in the decision-making and evaluation of his own deeds. The effort to act autonomously should be valued higher than obedience as this is rather demanding and the child must learn it yet.

1 nursery school, 1 moral education, 1 educational methods, 1 obedience, 0 criticism; 142957

415. ŁOPATKOWA, M.: Samotność dziecka. /The child's loneliness./

Warsaw, Wydawnictwo Szkolne i Pedagogiczne 1983.
Reviewed by: Lipina, S.
Wychowanie w przedszkolu, 37, 1984,
No. 6, pp. 365-369.

This is an analysis of the child's loneliness and the emotional and other damage that this loneliness causes in his development. The author discusses the various types of educational environment: the family - preschool child care facilities /crèche, nursery school/ - school - hospital and other health care facilities - children's homes and educational facilities. Stress is laid everywhere on the child-parent contact, especially on the child-mother contact, and on surrogate contact in cases where this is not possible /the author presents the results of the Warsaw experiment in which groups of educators and children's friends organise contact with children living in children's homes, their stay in families for several days./

1 preschool age, 1 emotion, 1 child, 1 loneliness, 1 mother, 0 contact; 142957

416. MATĚJČEK, Z.: Dětský úsměv a smích. /The child's smile and laughter./

Děti a my, 14, 1984, No. 2, pp. 3-5.
3 photographs.

Joy and mirth have quite specific outward manifestations that can be found in no other living being, only in man. These are the smile and the laughter. The smile expresses a kind of basic satisfaction over some social contact. The laughter is rather an expression of life energy, joie de vivre, blitheness. The child begins to smile when an adult bends over him, usually by the end of the second month of life. He begins to laugh in the fourth month of life or even later. Manifestations of joyful mood and laughter when we frolic with the child by the end of the suckling period mean that the child has reached a stage in his intellectual development in which he recognizes what is real and what is only "as if". Thus we can observe the whole range of what makes the child merry and what simultaneously shows his intellectual development.

Toddlers do not wait passively for the adults' initiative, they try to provoke the frolicking, they show off. Preschool children already have a sense for the comic element of a situation. The exchange of joyful stimuli is one of the most effective tools of socialization. Children that have no opportunity of experiencing joyful interaction and getting used to it are sometimes deprived their whole lives long of the ability to form strong, affectionate relations to other people.

1 preschool age, 1 emotion, 1 laughter, 0 importance, 1 developmental psychology; 142957

417. PERNHAUPT, G. - CZERMAK, H.: Die gesunde Ohrfeige macht krank. /The sound slap on the face makes one sick./

Vienna, Verlag Orac & Pietsch 1982.
Reviewed by: Hug, B.
Der Schweizerische Kindergarten, 74, 1984, No. 10, pp. 34-35.

The first part of the book deals with the theoretical foundations of punishment and violence in education. It is the authors' opinion that treating children from the position of power may have its roots in violent thinking in the social sphere because man has not yet learned to cooperate and make use of peaceful means of social coexistence. The second part describes various educational approaches used at schools, at homes and in crèches. It turns out

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that the use of violence and prohibitions is quite frequent here and that it is even permitted in some countries /e.g. in Bavaria/. Information is given about the observed maltreatment of children. The third part contains an analysis, a statistical evaluation with respect to age, sex, social and economic conditions. The educational practice differs considerably in the individual social classes but the basic attitude to the child is the same in principle: "sweets and a whip". The authors suggest a widely based programme of influencing the parents.

1 crèche, 1 nursery school, 1 children's home, 1 educational methods, 1 punishment, 0 research, 0 West Germany; 142909

418. ŠTURMA, J.: *Nad zlato, perly a drahé kamení.* /More than gold, pearls and precious stones./

Děti a my, 14, 1984, No. 1, pp. 13-14, 21-22.
2 photographs.

The author discusses the problem of punishing children by their parents, physical and mental punishment, its suitability or inadequacy and shows examples of mental ill-treatment of children.

1 preschool age, 1 family + education, 1 educational methods, 1 punishment; 142709

8.3 Development of character traits, moral judgement and qualities

419. FLORENSKAYA, T.: Smeyetsya li solnyshko ? /Is the sun smiling?/

Semya i shkola, 1984, No. 12, pp. 32-33.

This is information about a study of preschool children. They were asked to devise stories on the basis of specially prepared pictures that showed scenes from the lives of children and adults. The children's narrations differed considerably. There was a substantial difference in the extent to which the child expressed in his story experiences of the persons shown in the picture in the extent to which the child identified himself with them. This is an indicator that may be used for showing how the child is able to react to the condition another person is in. Children with developed sense of sympathy told optimistic tales, full of action. These children came from good families with good, positive climate. Children coming from problem families told stories with prevailing pessimistic mood, fears and anxiety, with little action - the children described the external features only and expressed experiences that were near to them. The author concludes that egocentrism is not inborn in the child. It is a problem of the attitude to life rather than that of intellect. The level and nature of the perception of mutual relations and experiences depend on a kind and positive contact with the child, primarily in the family.

1 nursery school, 1 emotional education, 1 family, 0 influence, 0 research; 142957

420. GUSKOVA, T.: Trekhletniye deti v detskom sadu i doma. /Three-year-olds in the nursery school and at home./ Doshkolnoye vospitaniye, 1984, No. 5, pp. 39-41.

The age of three is considered as critical; the style of the child's behaviour changes, new interests develop. The ability of children to change style of behaviour in keeping with external conditions shows a certain level of development, formed personality traits and a higher level of consciousness. Wanting to find out whether a three-year-old child can control these traits, the author - a worker of the scientific research institute of general and educational psychology of the Academy of the Educational Science of the Soviet Union - turned to parents and teachers with the following questions: what new and unexpected features they can observe in the behaviour of children; what difficulties they meet in contact with the children; whether they can observe in the children an effort to hide their shortcomings or success. The information obtained from parents of the individual children differed from that obtained from the teachers. The parents mostly complained about the children's moodiness and disobedience whereas the teachers mostly pointed out positive features in the children's behaviour, their curiosity, their effort to be independent and the like. The author gives an explanation of this. In the family environment the child begins to train his will, which is vital for him. Outward signs of this are wilfulness, disobedience and the like. The parents should seek causes of this protest and change their style of treating the child. These manifestations of a crisis are usually not observed in the nursery school. Contrary to the family, the teacher-child relation is rather of a working nature, the children do not feel constant supervision, they have more freedom. This suits the needs of a three-year-old child more. However, the teacher cannot find out the children's feelings and experiences, it is rather the family that the child tells these things. This shows the necessity of a close cooperation between the teacher and the family. The teacher should inform the parents about their child's success and about everything that may make her worried in his upbringing; on the other hand, she should also know what the child tells the parents at home, what impressions he brings home from the nursery school.

1 child, 1 age of 3, 1 age specifics, 1 nursery school, 1 family, 0 influence; 142957, 141107

421. CHRISTOVA, E. - PETROVA, Z.: Sistemno-integralniyat podkhod za sotsialnonravstveno razvitie na deteto. /A systematic integral approach to the child's social and moral education./

Preduchilishtno văzpitanie, 32, 1984, No. 2, pp. 13-15.

The object of analysis is the systematic and integral approach and its role in the forming of preschool children's behaviour. Defining the basic directions of the development of this process /the development of consciousness and the forming of socially moral behaviour/, the authors use examples to show the most effective approaches. The paper is aimed at enhancing the quality of practical activity.

1 preschool age, 1 intellectual education, 1 moral education, 1 socialization, 1 systematic approach; 142919

422. JUNGER, J.: Podiel telesnej výchovy na mravnom rozvoji dieťaťa. /The contribution of physical education to the child's moral development./

Predškolská výchova, 39, 1984/1985, No. 3, pp. 3-5.
9 refs.

Physical education participates considerably in the moral development of a preschool child. The morning exercise helps to develop a sense for the discipline, a relation to locomotive activity as a firm part of the daily routine. Occupations in physical education strengthen the children's group, form relations to fellow-players as well as to players from the opposite team, they teach the children to win and to lose, they develop their perseverance, their considerateness, determination, integrity, self-appraisal. When staying out of doors, the children form a relation to the environment. Physical training intervals teach the children how to use their leisure time in a rational way. The shaping of the child's personality necessitates the developing and strngthening of positive character traits and, simultaneously, increased attention must be paid to the educational enlightenment of parents.

1 nursery school, 1 physical education, 1 moral education, 0 relation; 142955, 142957

423. KONEČNÝ, Z.: O dětské pravdomluvnosti./On children's veracity./

Rodina a Škola, 31, 1984, No. 6, p. 4.

Children's lies are something completely different from lies told by adults. The child is truthful by nature. According to the Swiss psychologist J. Piaget, children below the age of ten find that a lie is something abstract that they cannot feel but that has unpleasant consequences. They prefer the external aspect of the lie. The best educational means is the parental example.

1 preschool age, 1 telling lies, 1 educational methods; 142961, 142957

424. MARHOUNOVÁ, J.: Slovo jako bolest a lék. /The word as pain and remedy./

Děti a my, 14, 1984, No. 3, p. 15.
   1 photograph.

Giving several examples of how mothers treat their children, the author discusses their value orientation: After all, kindness and empathy are more than a clean, washed jacket ... An adult usually gives what he has received in his childhood. Psychotherapy is a special kind of treatment. The word takes the first place among psychological means. Words can hurt but they can also encourage, save, heal. In conclusion, the author points out that the culture of spoken word is declining and that the mutual aggressiveness seems to grow with a higher occurrence of vulgar expressions. A word may hurt badly, even when it is uttered in rage.

1 preschool age, 1 value, 0 orientation, 1 educational methods, 1 verbal methods, 1 word, 0 influence;
142909

425. MILENSKI, I.: Razvitie na sotsialno-nravstveniye vzaimootnosheniya na 5-6 godishnite. /The development of social and moral relations among five- to six-year-olds./

Preduchilishtno văzpitanie, 32, 1984, No. 2, pp. 20-22.
   1 photograph.

The authors study these relations through play, defining indices of play culture that is the basis of the child's social and moral development. The results of their study can be summed up in the following way: a/ the play culture of children is one of the strongest factors of the development of play and of the socialand moral relations in it; b/ independent play requires educational guidance so as to reach maximum relations; c/ play is a form of organizing the children's society in which an individual influences the structure of the group and the group influences the individuals; d/ the strongest motivation for play is the choice of playmates and the development of personal relations /the motivation of six- to seven-year-olds being rather the play itself/; e/ when play conditions are discussed, there is a considerable difference in the number of children suggesting the topic and the roles as compared with older children; f/ the wish of a five- to six-year-old to play often corresponds to the possibility. Topic-oriented play, puppet theatre, music and dance are of importance.

1 preschool age, 1 age of 5 - 6, 1 moral relation,
1 play, 0 importance, 0 research; 142957

426. NOVOTNÁ, M.: O nezdravém dětském vzdoru. /On children's unsound defiance./

Zdravotnická pracovnice, 34, 1984, No. 10, pp. 604-607.

The natural desire for independence that appears between the second and third year of life is sometimes the cause of wilful behaviour that takes the form of defiance. This form of behaviour is no reason for worrying. However, if the defiance lasts too long and if it develops into so called negativism, the cause must usually be seeked in incorrect educational guidance. Preventing children's refractoriness means understanding the children's desire to be independent and not enforcing one's own will in cases where it is not necessary. It is advisable to avoid using too many restrictions; the number of prohibitions should be kept at a minimum that makes it possible to insist on adhering to them. The period of adolescence is a sensitive period both for the child and for the educator. If the adolescent's independence and spirit of enterprise are restricted, his negativistic reaction is as natural as that of a young child aged 2 to 3 when his independence is suppressed. Success can be reached only by education that gives the child sufficient emotion, security and love of the parents.

1 preschool age, 1 refractoriness, 1 educational care, 1 developmental psychology; 142957

427. PERVOMAYSKIY, B.: Nashi privychki - privychki nashikh detey. /Our habits are the habits of our children./
Doshkolnoye vospitaniye, 1984, No. 6, pp. 66-68.

Heredity conditions many basic forms of behaviour that can, however, be changed through education. The temperament and the type of the higher nervous activity are inborn but the environment forms the habits, the second nature, it shapes the character. The child's personality is influenced mainly by those that are nearest to him, especially by those with whom he is most frequently in contact, who satisfy his needs. The child imitates them since early childhood. The child acquires elements of knowledge intensively in the first five years of his life in a spontaneous way. This is why it is very important for the child not to meet useless or incorrect models at preschool age. All problems arising in the education of the new generation have their source in the fact that the environment surrounding the child gives the child a load of outdated moral attitudes and behaviour. The process of education by explaining and convincing begins much later, when the most part of this load has been passed to the child.

1 preschool age, 1 habit, 1 educational methods, 1 model; 142909

428. SECK-ACHTE, M.: Video: Die Angst, die aus der Kassette kommt. /Video: The fear that comes from the cassette./
Spielen und lernen, 1984, No. 4, pp. 10-12.
1 photograph.

The author points out the danger connected with the widespread use of videosystems in households where all programmes are easily accessible for the child. Thus the children are given opportunities of following programmes that are completely unsuitable for them /horrors, crime stories, pornographic films/. Surveys conducted at random show that some children manage to see two films before the beginning of their school lessons. The choice of films and cassettes is tempting and not restricted in any way, it only depends on the parents whether they are able to influence the child's interests. It would be suitable to inform the public more about how dangerous these programmes are for young children.

1 preschool age, 1 video recorder, 1 programme, Ø criticism, Ø West Germany; 142911

429. SPASOVA, N.: Detskiye razkazi - israz na nravstveno-esteticheskо otnoshenie. /Children's narratives as an expression of morally aesthetic relations./ Preduchilishtno vǎ[illegible]itanie, 32, 1984, No. 4, pp. 5-7.

The author studied 82 narratives by 5 five- to six-year-olds with the aim of finding out the level of their morally aesthetic relations. The criteria were independence in preparing the narrative, quality of performance and the artistic level. Further, the author discusses the individual aspects of the analysis and arrives at the following conclusions: 1/ children's narratives make it possible to express certain feelings and relations to the reality; 2/ this is a creative activity in which the child shows his independence when dealing with a certain topic; 3/ the narrator experiences joy and satisfaction not only over the results but also in the whole course of preparation; 4/ the narration makes it possible for five- to six-year-olds to shift to the world of heroes /as shown by the mimic and intonation/, developing and enriching their expression.

1 preschool age, 1 child, 1 narration, 0 level, 1 moral education, 1 aesthetic education, 0 research; 142959

8.4 Relations among children; education of a children's collective

430. ALGER, H. A.: Transitions: Alternatives to manipulative management techniques.

Young Children, 39, 1984, No. 6, pp. 16-25.
3 photographs, 11 refs.

The transition from one activity to another is often connected with a conflict, especially if this is an activity that the child does not want to do. The use of balance in the child's needs is a good guide for the structuring of activities. In principle, children should not be manipulated and forced to keep to the programme irrespective of their interests and needs. It should be also taken into account that children in a group need much more time for certain activities than when they do them individually. Transitions between activities should never be forceful and they should not disturb the child-educator relation. It should not be forgotten that this time, seemingly unutilized educationally, has its educational effect, often a stronger one than expected.

1 nursery school, 1 group education, 1 activity, 0 management; 142957

431. BAEVA, M.: *Preodolyavane na protivorechiya mezhdu realnite i igrovite otnosheniya.* /Overcoming the differences between real and play relations./
Preduchilishtno vǎzpitanie, 32, 1984, No. 7, pp. 8-11.
3 refs.

The inconsistence between real relations and those formed in the course of play may have an adverse effect on the child. Discussing this problem from the theoretical aspect, the author recommends some forms and methods of work that contribute to the elimination of these contradictions. The teacher's role is very important in this process. The teacher must observe carefully the behaviour of each child, intervene if necessary and alleviate conflicts. It is necessary to differentiate between unintentionally and intentionally evoked conflicts.

1 nursery school, 1 play, 0 conflict, 1 educational care; 142951

432. CANKOVA, R.: Formirovane na kolektivni vzaimootnosheniya v trudovata deynost. /The forming of relations to the group in work activity./

Preduchilishtno văspitanie, 32, 1984, No. 5, pp. 23-26.
1 photograph.

The organization of group work activities and their educational effect are important aspects of education. Pointing out the gradual overcoming of difficulties, the level of development of mutual relations among children, the author describes concretely the children's duties, adjustment changes in the environment, the fulfilling of joint tasks, motivation, active help to adults in their work. The children's feeling of emotional satisfaction should be combined with that of usefulness - this is how moral behaviour begins to be formed in children. Mental and physical strain should be connected as this also enhances the child's mental development.

1 nursery school, 1 work education, 1 group education; 142965

433. CATRON, C. E. - KENDALL, E. D.: Staff evaluation that promotes growth and problem solving.

Young Children, 39, 1984, No.6, pp. 61-66.
1 photograph, 2 tables, 8 refs.

This is an analysis of the experience gained in the course of two years by using a management model in which the evaluation of staff work results is made regularly once a month. This model consists in the regular evaluation of the work done by the staff and the headmaster from viewpoints agreed in advance. The work of each individual as well as the results of the whole group are evaluated. The evaluation contains also suggestions concerning the solving of problems and concrete dates. Unsolved problems are evaluated repeatedly till they are solved completely. Although this is a highly demanding activity, the staff members are of the opinion that the system has helped to improve and enrich the educational work substantially.

1 nursery school, 1 staff, 1 headmaster, 0 evaluation; 142107

434. ČERNOUŠEK, M.: Děti jako altruisté a samaritáni.
/Children as altruists and good Samaritans./

Děti a my, 14, 1984, No. 1, pp. 19-21.
2 photographs.

Psychology expected that the first manifestations of altruism appear between the ages of 5 and 6, the reason being that the theory of cognitive development says that young children are too egocentric and thus cannot understand the needs of others. Long-term studies conducted in the developmental psychology laboratory of the National Institute of Mental Health show that even ten-month-old children show the ability to feel with others and to adjust the behaviour accordingly. It has been found out that especially the behaviour of the parents in this period influences the shape and intensify of the future altruistic feeling.

1 preschool age, 1 altruism, 1 age specifics, 1 family + education, 0 research; 142703

435. GASPAROVA, Ye.: V semye poyavilsya vtoroy rebenok. /The second child has appeared in the family./

Doshkolnoye vospitaniye, 1984, No. 7, pp. 50-55.

The birth of a brother or a sister is usually the source of very strong feelings for the first-born child, especially if he is at preschool age. His reactions may differ. The child may feel jealousy that sometimes manifests itself as negativism or aggressiveness. One of the causes of this phenomenon is children's egocentrism, their inability to imagine themselves in the standpoints of others. Another cause may be the child's spoiltness; in other cases the children are not prepared for the situation sufficiently and correctly. The child should grasp that the new brother or sister will be small and helpless and that he/she requires lots of care. It is necessary to stimulate the older child to participate in this care, in his own way. Another cause of jealousy may be a change in the way of life /e.g. the child will sleep in another room/. Such changes should be made before the second child is born so that the elder child may

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not connect them with the birth of the baby. The overcoming of jealousy requires maximum attention on the part of the mother, praize and recognition of help rendered by the elder child. It is necessary to evoke in him the feeling of the "elder" child, of an "assistant", i.e. to raise his social position in the family. The child should never be punished for manifestations of jealousy towards the new baby.

1 family + education, 1 child, 1 sibling, 0 relation
1 egocentrism; 142957, 142703

436. GUZ, S.: Przestrzeganie norm społeczno-moralnych przez dzieci wstępujące do szkoły. /The adherence to social and moral standards by children starting to attend school./

Wychowanie w przedszkolu, 37, 1984, No. 10, pp. 577-582; Nos. 11-12, pp. 643-649.
1 table, 14 refs.

The starting point for the study is the practical behaviour of children. The problem can be divided into three aspects: perception /is the child able to understand the needs and interests of others?/, motivation /has the child got sufficiently strong motivation for trying to meet the common interest?/ and the instrumental factor /has the child got sufficient means for meeting such common needs and interest?/. The study comprised observations of children both in natural and experimental situations. Stress was laid on finding out attitudes and behaviour to others /altruistic, helping, cooperative behaviour/ and to property /considerate handling of common property, the principle of "thou shalt not steal"/.

1 nursery school, 1 primary school, 0 grade one, 1 social behaviour, 1 moral standard, 0 research; 142957, 143151

437. KALISHENKO, V.: K probleme formirovaniya kollektivnykh mezhlichnostnykh otnosheniy. /On the problem of forming interhuman relations in a group./

Doshkolnoye vospitaniye, 1984, No. 7, pp. 42-45.

The mutual relations among children should be considered as one of the conditions of the children's life in the nursery school. Positive relations increase the children's interest in play, the play develops successfully and it brings better cognitive and educational results. There are children that find it easy to get into contact with others and the other children usually have a positive relation to them; other children remain on the periphery of group life, they do not feel the need to get into contact with others and are not liked as playmates. The behaviour of children was observed in the course of play, work and occupations. The results show that the children can be divided into four groups from the viewpoint of behaviour. The first group comprises children with well-developed organizational talent, with good play and work habits. The fourth group comprises children with insufficiently formed work habits, unsociable children with marked shortcomings in their behaviour. A comparison of the teachers' attitudes to the individual children showed that the teachers mostly praised children belonging to the first group, that they expressed the confidence in their success and their behaviour. If there was anything to rebuke them for, they used a friendly tone. The positive evaluation was less frequent with children belonging to the other groups and, as a result of this, the children were not stimulated to better performance. As for the children of the fourth group, mistrust was frequently expressed in advance. These attitudes of the teachers influenced also the children's mutual relations. It was necessary to change the unfavourable atmosphere in the group by means of educational assessment and encouragement. Personalized approach used for evaluation and praise on various occasions /the author shows some examples from music education/ helped to decrease the number of children belonging originally to the third and fourth group.

1 nursery school, 1 collective education, 1 evaluation, 0 differentiation, 1 educator, 1 educational influence, 0 lack; 142957

438. KOLADOVA, M.: *Za individualniya podkhod v rezhima.* /An individual approach to the daily routine./

Preduchilishtno vǎzpitanie, 32, 1984, No.4, pp. 30-31.

A good organization of the educational work is possible only when the teacher knows the individual children's specific features as this enables her to choose correctly the methods and means of educational influence. The teacher should know the child's family background and combine her efforts with those of the family. The author shows on examples how patience and personalized approach help the children overcome difficulties when they are getting used to the daily routine at the nursery school.

1 nursery school, 1 daily routine, 1 specific individual features, 1 educational influence; 142909

439. *Les Bébés entre eux.* /Young children among themselves./

By M. Stambal et al.
Paris, A. Colin-Bourrelier /1984/.
Reviewed by: Gilabert, H.
L'école maternelle française, 1984, No. 7, p. 31.

The publication deals with the education of children aged 12 to 28 months in the crèche. Special attention is paid to the development of social relations and a harmonious atmosphere in the crèche.

1 crèche, 1 socialization, 1 microclimate; 142957

440. **NIKOLAYEVA, A.:** Ob osobennostyakh soperezhivaniya sverstnikam. /Specific features of sympathizing with peers./

Doshkolnoye vospitaniye, 1984, No. 4, pp. 30-33.

One of man's important needs is the need of mutual contacts. The nature of children's contacts in a group is different from the child's contact with an adult. The author informs about a survey that was conducted with the aim of finding out how six-year-olds were able to sympathize with their peers. The children were observed in four situations: 1/ during the reading of a story in which the literary hero was a preschooler /the children sympathized with the hero in this situation that could not clash with the reality, they identified themselves with his behaviour/; 2/ in the course of direct observation of the peer during play /when the children were asked to express their relation to their peer's success or difficulties, some felt pleased over his success, others laughed at him or praised themselves/; 3/ when competing with peers /the children were so fully absorbed in competing that they were not able to express their relation to their rivals/; 4/ in the course of group competitions /when competing in groups, the children are calmer because the success or failure can be shared by the fellow-players/. It is obvious that this sympathizing can be of a positive or negative nature, depending on the situation. The teacher can control these relations correctly if she knows the children and if she is tactful.

1 nursery school, 1 group education, 1 socialization, 1 experiencing, 0 joint; 142957

441. SMITH, P. - CONNOLY, K.: The ecology of preschool behaviour.

Cambridge University Press 1980. 382 pp.
Reviewed by: Karwowska-Struczyk, M.
Wychowanie w przedszkolu, 37, 1984, Nos. 7/8, pp. 488-492.

This is an analysis of "playgroups" - small groups of children during play; artificial groups were formed for the purpose but their play took place in natural environment. The age was 3 to 5 years. Stress was laid on detailed study of the ecological environment, study of variables, such as the space that each individual child can use, the quantity and quality of material for entertainment, for various activities, size of group participating in play etc. The study was conducted for a period of three years, each child was observed several times a day by the researchers and by two independent observers and tape recorded. About 114 units of child behaviour were recorded. The publication contains a detailed evaluation of the method used, a systematic evaluation of the study results and extensive appendices /data on children, ways of observation etc./. The methodological thoroughness, the effort to observe precisely and the extent of study and descriptions make the book extraordinary. Its concreteness makes it important for teachers - both practicians and students that can find here many stimuli for observing children.

1 preschool age, 1 child, 1 environment, 1 research, 0 methodology; 142903

442. STÖCKLIN-MEIER, S.: Geburtstag im Kindergarten.
/A birthday in the nursery school./

Der Schweizerische Kindergarten, 74, 1984, No. 10, pp. 2-5.
5 figs., 1 photograph.

The child is one of many in the nursery school. He must adjust himself to group life. A birthday celebration puts the child into the centre of attention. This is important for the development of the child's self-confidence. Children like tradition. This is why it is suitable to plan the organization of the day well; it must be simple enough to enable repetition every time, it should not burden, it should bring joy both to the children and to their teachers. The author gives some suggestions concerning the celebration, gifts etc. She recommends that a birthday calender should be hanged in a place that is accessible for the children, with each child's symbol, name and date of birth.

1 nursery school, 1 group education, 1 birth, 0 celebration; 142957

443. VALENTINOVA, M.: *Organizatsiya na kolektivnite formi na trud.* /Organization of team forms of work./ Preduchilishtno vǎspitanie, 32, 1984, No. 5, pp. 6-8. 1 ref.

The article deals with group forms of work, such as school duties, occasional organizing of work groups, the work of the whole class, discussing the sequence and organization of these forms of work /duties, division of activities, choice of leaders, self-evaluation/ and stressing some requirements that should not be neglected /rotation of functions within the groups/. Special stress is laid on the children's self-evaluation as an educational factor. There is continuity in the work of the individual groups and this strengthens the mutual solidarity and contacts. The level of the children's independence and the educator's role in the process of work are analyzed.

1 nursery school, 1 group education, 0 form, 1 independence, 0 development; 142957

8.5 Education for the scientific world outlook

444. SMAŽÍK, A.: Utváření vědeckého světového názoru. /The forming of a scientific world outlook./

Rodina a škola, 31, 1984, No. 11, p. 5.

A scientific world outlook enables man a truthful view of scientific knowledge, giving him a system of values and, primarily, a purpose in life. The education for a scientific world outlook comprises the whole width of human mind and social relations. The forming of a scientific world outlook begins simultaneously with the beginning of the child's mental development. It is a complicated and purposefully guided process started by the family and continued by the school, institutions and the collective.

1 preschool age, 1 scientific world outlook, 0 forming; 142957

445. SHISHOVA, N.: Ateisticheskoye vospitaniye v detskom sadu. /Atheist education in the nursery school./

Doshkolnoye vospitaniye, 1984, No. 12, pp. 30-33.

The forming of a materialistic world outlook requires that children are taught to observe phenomena, to compare, to single out what is the main thing, to understand simple causal relations /e.g. the dependence of the life of plants on light, temperature and humidity/. The observation of the nature should be an active form of cognition. The children should record their observations in a nature calender. Children's activities are important, such as growing of plants from seeds, various ways of the propagation of plants. The respective literature should be used for reinforcing the knowledge thus acquired. Good experience has been reached with visits to a planetarium. The author presents plans for making older and transfer class children acquainted with the nature, a plan for making older children acquainted with the phenomena of winter nature, a plan of work with the parents and a plan of the teachers' work.

1 nursery school, 1 atheism + education, 0 Soviet Union; 142957

446. ŠUBRTOVÁ, V.: Světonázorová výchova dětí předškolního věku. /The forming of preschoolers' world outlook./

Rodina a škola, 31, 1984, No. 9, p. 4.

Many people think that it is premature to start forming the children's world outlook at preschool age. However, it is not possible in the present-day epoch of scientific and technological development to let the children live with false ideas and superstitions. The parents should always tell their children the truth, they should tell them that the world is material and cognizable, that phenomena occur in keeping with certain laws. Fairytales and folk customs are maintained as reminders of old times. The children should apply correctly the knowledge contained in them.

1 preschool age, 1 scientific world outlook, 0 forming; 142957

447. UHRIN, S.: Predškolské zariadenie a vedeckoateistická výchova. /Preschool facilities and scientific atheist education./

Predškolská výchova, 38, 1983/1984, No. 11, pp. 8-9.

It is necessary to influence both the children and their parents in the spirit of scientific atheism. The teacher can find out soon after the child comes to the nursery school whether his education is not under the influence of religion. Preschool facilities can organize lectures and discussions for parents that would explain the inacceptability of religious education. Walks and outings into the nature offer great opportunities for the atheist education of children, for their correct perception of objects and phenomena of the surrounding world; the knowledge of nature is an effective means against religious myths. A suitable organization of public and children's holidays helps to limit the influence of religious ceremonies on children.

1 nursery school, 1 atheism + education; 142957

8.6 Education for socialist patriotism and internationalism

448. **BALACHEVA, R.:** Zapoznavane na detsata s minaloto i nastoyashteto na rodniya grad. /Making the children acquainted with the past and the present of their native town./

Preduchilishtno văzpitanie, 32, 1984, No. 11, pp. 34-35.

The article deals with the education for socialist patriotism and internationalism. The author describes a plan of this education for the individual classes - making the children familiar with the history of the town, with the present-day life /factories, theatres, transport, monuments/, with the surroundings, with folk customs, songs, with the role of Russia and the Soviet Union in the liberation of the town and the whole Bulgaria from the Turkish rule and fascism.

1 nursery school, 1 patriotism, 1 internationalism, 0 Bulgaria; 142957

449 BĚLINOVÁ, L.: Využití odkazu Slovenského národního povstání ve výchovné práci mateřských škol. /Using the heritage of the Slovak National Uprising in the educational work of nursery schools./

Predškolská výchova, 38, 1983/1984, No. 12, pp. 7-9.

The heritage of the Slovak National Uprising penetrates all types of schools and influences their work in the spirit and forms corresponding to their specific nature. As for nursery schools, the influence is felt mainly in the sphere of moral education, in the education for socialist patriotism and proletarian internationalism. This is where elements of patriotism are formed not only in relation to the mother tongue but - in nursery schools in Bohemia - especially to the Slovak language. Friendship contacts between nursery schools in Bohemia and those in Slovakia are used for this. The children get to know about the heroism of the partisans and the bravery of the inhabitants that helped them. Our literature depicts the Slovak National Uprising with great artistic mastery. Nursery school teachers utilize this expressive sphere influencing the emotional realm and use a suitable form to point out to the children the high moral qualities of those who participated in the Slovak National Uprising and those who helped them.

1 nursery school, 1 patriotism, 1 internationalism,
1 Slovak National Uprising; 142957

450. **BEŇOVÁ, T.:** SNP - prameň podnetov pri riešení aktuálnych úloh komunistickej výchovy. /The Slovak National Uprising - a source of stimuli for coping with topical tasks of communist education./

Predškolská výchova, 38, 1983/1984, No. 12, pp. 13-14, 19.

When defining topical tasks of communist education in the nursery schools, the theory and practice of preschool education must proceed from the results of a recent evaluation of the moral education of our youth. There are shortcomings primarily in the class consciousness of the pupils; work education and collectivist education are little effective. It follows for nursery schools from this finding that more attention should be paid to the education for collectivism, the development of a socialist relation to work and to social property and to the education for socialist patriotism and internationalism. There are three spheres in which these tasks can be coped with: 1/ enhancing of the quality of the content and process of communist education and moral education in particular; 2/ enhancing of the political maturity of nursery school teachers and of the level of their political and professional training for coping with the tasks, primarily in moral education; 3/ enhancing of the quality of the ideological and political influence of the nursery school on the family.

1 nursery school, 1 communist education, 1 work education, 1 moral education, 1 continuation in-service training of teachers; 142957

451. BOGOMOLOVA, M.: Rol obshcheniya v internatsionalnom vospitanii detey./The role of mutual contacts in the international education of children./

Doshkolnoye vospitaniye, 1984, No.5, pp.8-10.

It is most suitable to develop international feelings of preschoolers primarily to other nations living in the Soviet Union as this can evoke the children's interest. There are especially favourable conditions in union republics inhabited by people of various nationalities. Friendship among children of various nationalities enables them to get an idea of the way of life and culture of another nation and enriches them mentally. Meetings and pen friendships of children of various nationalities are of an emotional nature and make it possible to express in practice the sympathy to concrete representatives of other nationalities.

1 nursery school, 1 internationalism, 0 Soviet Union; 142957

452. LILKINA, C.: Internatsionalnoto văzpitanie v treta grupa. /International education in class three./

Preduchilishtno văzpitanie, 32, 1984, No. 11, pp. 36-37.

The author describes how she fulfils the tasks of international education that she has set down, namely: 1/ increasing the children's knowledge of the Soviet Union and developing in them friedly feelings towards its nations; 2/ enlarging the children's knowledge of life in the Soviet Union and developing in them interest in the Russian language and a positive attitude to it.

1 nursery school, 1 internationalism, 0 Soviet Union, 0 Bulgaria; 142957

453. NUSPLIGER, K.: Zu diesem Heft. /To this issue./ Der Schweizerische Kindergarten, 74, 1984, No. 12, pp. 1-2.

The teacher that was in charge of the practical training at a teacher training school assigned the fourth-year students the task of making the children acquainted with people from the "third world" for their four-week practical training. She chose this topic because it is one of those that appear in the nursery school curriculum but a more detailed definition of aims and tasks is missing. This is why she wanted to give the students an opportunity to tackle this difficult topic under the guidance of teachers and with their help. Another reason was the fact that there is hostility towards foreigners in Switzerland. The nursery school should raise the children in the spirit of humanity, evoking tolerance and understanding for foreigners. The following articles in the issue describe the students' experience and ways in which they tackled the topic.

1 teacher training school, 1 teaching practice, 1 internationalism, 1 immigrant, 0 relation, 0 written work, 0 Switzerland; 143763, 142957

454. VESELKOVÁ, K.: Cílevědomě působit na dítě. /Influencing the child purposefully./

Predškolská výchova, 38, 1983/1984, No. 5, pp. 16-18.

The author makes use of poetry to develop the children's love for their country. She mentions poems by foremost Czechoslovak poets that she has found suitable for developing the children's love for their native place, for their parents, for the Soviet Union, for evoking the May Day atmosphere.

1 preschool education, 1 patriotism, 1 internationalism, 1 poetry; 142957

8.7 Developing a positive attitude to work

455. DIMITROVA, R. - SIMOVA, L. - KOSTOVA, M.: Zanyatiya po konstruktivno-tekhnicheska deynost. /Constructional activities./

Preduchilishtno vǎzpitanie, 32, 1984, No. 5, pp. 33-35.

Methodological instructions are given for work education in nursery school class two /decorations made of natural materials, props for a puppet play/ and in class three/ toys made of natural materials, a scooter made of a meccano, houses made of the brickbox Stroitel No. 8/. All instructions are supplemented with descriptions of programme tasks, audiovisual aids, methods and means, course of work, including the motivation, the introduction made by the teacher, an explanation of the task and a conclusion and evaluation of the results and the utilization of objects thus made.

1 nursery school, 1 work education, 0 instruction;
142965

456. KOSACHEVA, L.: Rabota rayonnogo otdela narodnogo obrazovaniya po rukovodstvu trudovym vospitaniyem doshkolnikov. /Work education of children controlled by the district department of national education./

Doshkolnoye vospitaniye, 1984, No. 11, pp. 19-20.

Having found some shortcomings in the sphere of work education in nursery schools, the district department of national education worked out a system of work education control and supervision, setting up an action committee comprising experienced methodologists and nursery school headmistresses. At the same time, a long-term plan was prepared, containing seminars, consultations, meetings, educational reading, the setting up of model nursery schools, and also the time limits for preparing and introducing these measures. Headmistresses of preschool facilities were asked to create prerequisites for the work education of children and a check was made of how this task was fulfilled. Seminars on work education were organized in three model facilities.

These seminars were led by action committee members who had been given special training in the regional institute for continuation in-service training of teachers. In the course of three years, all teachers participated in the seminars. It was necessary for reaching permanent results to inform the parents about the importance and methods of work education. Discussions with parents directly in their places of work were found successful. As the school curricula do not contain work in the nature in a sufficient scope, the department of education issued an instruction that every school should set up a nature corner where the children could take care of plants and animals as they were taught to in the nursery school.

1 nursery school, 1 work education, 1 educator, 0 training, 0 Soviet Union; 142965

457. MEISTER, M.: Bei uns ist Kochen ein Kinderspiel.
/Cooking is a children's play in our family./
Spielen und lernen, 1984, No. 6, pp. 12, 14-15.
3 figs.

The author - a journalist living alone with her two daughters - describes her experience with a system she introduced several years ago. Each member of the household takes care of the shopping and preparation of meals for two days a week /the mother for three days/. They have been using the system ever since the elder daughter was nine and the younger one was six years old. At first there was a problem with the selection of simple recipes, later the children learnt to cook in a creative way. The mother evaluates positively the strengthening of the independence of both children, their responsibility and relation to others and recommends this system not only to single mothers but also to complete families as it contributes to the development of social perceptiveness to the needs of others.

1 preschool age, 1 work education, 1 cooking, 0 learning, 1 family + education; 142965

458. MLADENOVA, V.: Trudovoto văzpitanie na trigodishnite. /Work education of three-year-olds./

Preduchilishtno văzpitanie, 32, 1984, No. 5, pp. 29-30.

The work education of children attending the youngest nursery school class includes their independence /in dressing etc./, keeping order in the playroom and some work in the nature corner. The children are made familiar with the sequence of work through play, puppet theatre and literature. The children must always see immediately the result of the work done. They also learn respect and mutual help. If a child says he does not know how to do something, it is necessary for him to do the respective activity again in keeping with the teacher's advice. When tidying up the playroom, the children do the work in stages as this helps them to remember where the individual kinds of toys belong to, how to play with them and where to keep them. Consistent supervision is necessary at the beginning, but later the children get used to keeping things in order by themselves. Cooperation with the family is necessary to achieve permanent effects.

1 nursery school, 1 age 3, 1 work education, 1 independence, 0 forming; 142965

459. NECHAYEVA, V. G. - BURE, R. S. - ZAGIK, L. V.: *Vospitaniye doshkolnikov v trude.* /Work education of preschoolers./ ... et al. 3rd revised edition.

Moscow, Prosveshcheniye 1983.
Reviewed in: Kamalina, L.: Vospityvat trudolubiye.
Doshkolnoye vospitaniye, 1984, No. 3,
pp. 66-68.

This publication written by a team of authors deals in detail with the work education of preschool children. It explains the educational importance of the results of children's work, the relation between play and work. Detailed descriptions are given of methods of making the children used to independence in dressing, eating and the like and of children's work in the nature. Useful recommendations are given in the chapters called Organization of children's work and work education in the family.

1 nursery school, 1 family, 1 work education, 1 play, 0 relation, 0 publication; 142965

460. OSTROVSKAYA, L.- RUBTSOVA, M.: Vospityvaya trudolyubivykh .... /Raising industrious individuals..../

Doshkolnoye vospitaniye, 1984, No.3, pp. 50-54.

The child behaves in the way required from him by adults. Children that lack independence and initiative grow up in families where the adults do not require even the simplest work from them, where they do everything for the children. The authors describe good experience with work education in families and also ways of making other parents familiar with such experience.

1 family + education, 1 work education, 1 industry, 0 forming; 142709

461. SLAVEEVA, D.: Vǎzpitanie na lyuboy i uvazhenie kǎm truda na roditelite. /Developing respect and love for parents' work./

Preduchilishtno vǎzpitanie, 32, 1984, No. 2, pp. 31-32.

Working in rural conditions, the author tried systematically to increase the children's interest in the work in agriculture. She used various forms of work for developing in the children respect and love for their parents' work, for making them familiar with pleasure felt in team work. She states how she gradually enriched the impressions of preschool children with more complicated work.

1 preschool age, 1 nursery school, 1 work education, 1 agriculture, 0 interest; 142965

462. STEFANOVA, P.: *Săzdavane na trudovi umeniye i navitsi v părva grupa.* /Developing work skills and habits in the first group./

Preduchilishtno văzpitanie, 32, 1984, No. 5, pp. 31-32.

The main aim of work education at preschool age is systematic and consistent developing of work skills and habits of children in an easy form, the developing of a positive attitude to work and to its results. As for the youngest group of nursery school children, it is suitable to encourage their will to work, to develop skills and habits leading to independence, to develop their skill in household work, to enrich the children's vocabulary in keeping with the ideas of work activities. The duties of children that are on duty are increased gradually and interconnected with other forms of the organization of children's work.

1 nursery school, 1 work education, 0 goal; 142965

463. TRENDAFILOVA, R.: Za trudovoto vǎzpitanie na podrastvashtite. /On the work education of children./

Preduchilishtno vǎzpitanie, 32, 1984, No. 2, pp. 29-31.
1 photograph.

The article discusses work education. Work develops the moral and socially political qualities of the personality, the children get to know the environment and form a correct relation to the environment through work. The rudiments of work education are formed in the family but the parents do not know the correct educational approach and they do not have so much understanding for the specific mental features of children. This is why the author suggests a joint preparation of the system of work education by the family and the nursery school and shows the success of this approach on her own concrete experience.

1 nursery school, 1 family, 1 work education, Ø cooperation; 142965

8.8 Education for peace

464. DASKALOVA, F.: Problemǎt na mira v predstavite na detsata. /The problem of peace in children's ideas./

Preduchilishtno vǎzpitanie, 32, 1984, No. 8, pp. 16-18.
2 refs.

There are few scientific studies of the education for peace at preschool age. The predominant opinion is that peace is a notion that is too abstract for preschool children. However, concrete studies show the opposite. The author shows how the topic of peace, friendship and cooperation among nations is reflected in the curriculum of the mother tongue in the nursery school. Methods of experimental situations and games for children were also worked out - word associations, finding suitable attributes for nouns, verbal explanation of the meaning of some word, "magic" situations /if you were a magician..../ and the like. It is stated in conclusion that five- to six-year-olds are interested in the topic of peace. This education must be connected closely with moral education.

1 nursery school, 1 education for peace, 0 research;
142957

465. MIŠURCOVÁ, V.: O výchově k mezinárodnímu porozumění, spolupráci a míru. /On education for international understanding, cooperation and peace./

Predškolská výchova, 38, 1983/1984, No. 7, pp. 1-2.

The child can grasp what understanding means at an international level if he knows the atmosphere of good humour, confidence and cooperation in his family ever since his birth. Parental love and understanding can have a positive impact on the child's basic relation to himself, to his immediate environment and to the more distant world. Educators in preschool facilities also bear responsibility for the kind of experience the child gets outside his home, for his participation in the life of the group, for his relation to other children. Adults should teach the children to solve their conflicts peacefully. Education for international understanding at preschool age means the forming of the initial global relation to the world with the prospect of its further development at school.

1 preschool age, 1 internationalism, 1 education for peace, 1 parents, 1 educator; 142957

466. MYERS-VALLS, J. - FRY-MILLER, K.: Nuclear war. Helping children overcome fears.

Young Children, 39, 1984, No. 4, pp. 27-32.
1 photograph, 35 refs.

The authors point out that fears of a nuclear war and destruction of the civilization appear even at preschool age. This is why it is the teachers' duty to help the children overcome these fears of destruction, uncertain future and doom. In fact, these are rudiments of the education for peace, cooperation and understanding. At the level of preschool children, this means primarily talking with the children, influencing their positive emotions, suppressing their aggressiveness, cultivating open sociability and solving children's minor conflicts without the use of violence. The article contains a rich documentation of sources of education for peace at this age.

1 nursery school, 1 education for peace, 1 nuclear war, 1 emotional education, 1 socialization; 142957

9 SPEECH AND LANGUAGE DEVELOPMENT

9.1 Speech development

467. BOKUS, B.: *O prawo dziecka do twórczego uźycia języka.* /On the child's right to use the language in a creative way./

Wychowanie w przedszkolu, *27*, 1984, Nos. 4/5, pp. 205-212.

The article is subtitled: Defects in speech development or differentiation of the young child's language activity? It deals with the problem of assessing the quality of the child's speech in the light of new studies of the differentiation of the children's language world /aspects such as adjustment of the child's utterances to the listener, the content of information - is it known or unknown information for the communication partner ? /The author deals with the problems of communication competence in general and in application to the problems of educational diagnosing of children's speech development.

1 preschool age, 1 speech, 0 development, 1 creativity, 1 communication; 142959

9.1.1 Communication

468. ABADZHIEVA, A.: Vliyanieto na syuzhetno-rolevata igra za razvitieto na rechta. /The influence of topic-oriented role — playing on speech development./

Preduchilishtno văzpitanie, 32, 1984, No. 3, pp. 28-30.

2 tables.

The survey described here concentrated on the place of language in children's play and on its development in the course of play. The results of the experiment show that play helps to develop and enrich the speech of preschool children. With three- to four-year-olds, the handling of toys predominates, verbal contacts are incidental, the children play in pairs or alone. Children over four years show lively interest in verbal contact, the speech fills their play with content. The ability to explain develops after reaching the age of five - it is necessary as preparation for school. Suggestions of joint activities as a reason for communication appear in the oldest nursery school group. The author recommends that the children should take turns in topic-oriented role-playing so that all of them play the active role in the course of time. The paper is supplemented with a table confirming the conclusions. Preschool children communicate almost exclusively in simple sentences.

1 preschool age, 1 speech, 0 development, 1 play, 0 topic, 1 developmental psychology, 0 research; 142959

469. CHAMPDAVOINE, L.: Les situations de communication. /Communication situations./

L'éducation enfantine, 1983/1984, No. 4, pp. 8-15.
2 figs., 3 photographs.

The author defines communication as conveying something to someone. It is the task of the nursery school to evoke in the child a desire to communicate and to provide him with the necessary means for communication. Besides direct communication through speech in the personal contact, there are also other forms, especially through written speech. The author shows the possibilities of nursery school for developing the children's interest in reading - not only making the children systematically acquainted with children's literature but also making them familiar with the letters in everyday situations /messages, signs, inscriptions, e.g. on goods when playing shop/. Some toys also evoke interest in reading, such as the lotto.

1 nursery school, 1 speech, 0 development, 1 communication, 1 children's book, 1 reading, 0 interest; 142959

470. KOVACHEVA, I.: Pedagogicheskoto obshtuvane kato faktor za razvitie na detskata rech. /Educational communication as a factor of developing the children's speech./

Preduchilishtno vãzpitanie, 32, 1984, No. 7, pp. 35-37.
1 ref.

Experiments show that the closer and more direct is the everyday contact with the teacher, the more intensive is the development of the child's speech. The author discusses the most successful combination of direct, differentiated and personalized approach in the teacher-child communication and the methods, forms and means used for the child's rapid development in the process of this communication.

1 nursery school, 1 speech, 0 development, 1 communication, 1 educator, 0 contact; 142959

471. KRAYNOVA, L.: Formirovaniye komunikativnoy aktivnosti v usloviyakh sovmestnoy produktivnoy deytaelnosti. /The forming of communicative activity in the course of joint productive activity./

Doshkolnoye vospitaniye, 1984, No. 10, pp. 36-38.

Joint work contritutes to the development of the personality's positive traits, especially the beginnings of social activity. The author pays attention to the forming of contacts in the course of work activities as they contribute to good fulfilihg of tasks . This activity is manifested in the course of joint work by expressing one's own opinion, by practical activity, by judging the opinions of friends, by warning or admonishing those that do not work accurately or make mistakes. The author describes an experiment that studied the level of activity of each child in the course of some work activity, in the course of solving problems and in conflict situations arisen in the course of work. The experiment comprised 100 children of older preschool age attending nursery schools in Moscow and Gorlovka. The survey made clear the following educational tasks: It is necessary to make the children realise the necessity to come to an agreement in the course of work, to divide the material and the tasks, to express one's opinion, to think not only of oneself but also of friends, to help them, to do one's best to make the work a success, to realize one's role as an active participant in the joint work. Situations arising in the course of work should be used as examples for showing that it is necessary to work well and to demand the same from one's friend.

1 nursery school, 1 speech, 0 activation, 1 work activity, 0 collective, 0 research; 142959

472. KREUSCH- JACOB, D.: Ein Brief für die Ohren. /A letter for the ears./

Spielen und lernen, 1984, No. 9, pp.6-8, 10.
5 photographs.

This is a description of an untraditional letter recorded on a cassette, prepared by nursery school children for their friend that moved to another place. The content of the letter are various sounds that can be heard in the course of play with water and near water. The article may serve as an inspiration for similar interesting experiments and activities.

1 nursery school, 1 letter, 0 creation, 1 recording;
142959

473. SHUGAR, G. W.: Interakcja, koordynacja linii dzialania i funkcjonowanie językowe. /Interaction, coordination of action and language functions./

Warsaw, PAN, Zaklad Narodowy im. Ossolińskich 1982.
Reviewed by: Kular M.
Wychowanie w przedszkolu, 37, 1984, No. 1, pp. 54-57.
2 refs.

This is information about the results of a study of children's communication /age 3 and 5 years/ with other children and with adults discussed in the publication reviewed here as well as in other two publications /W. Karwowska-Struczyk: Rozmowa dzieci w wieku przedszkolnym, Warsaw 1983, and C. Stohl: The development of a communicative competence scale for preschool children, 1982/. Stress is laid on the methodological contribution of these studies - they have shown the possibility to make observations of the "communicative competence" of children since the age of three and worked out methods of such study. The application of these methods in the educational practice by educators would make it possible to adjust the educational influence to the individual needs of children as well as to needs that conform to the specific features of the development of speech and communicative competence at that age.

1 nursery school, 1 speech, 0 development, 1 communication, 1 adult, 0 research; 142959

9.2 Developing the language

474. BAKSANOVA, A.: Kartinite i samostoyatelnata recheva praktika na detsata. /Pictures and the children's independent speech practice./

Preduchilishtno vǎzpitanie, 32, 1984, No. 4, pp. 7-9.

The results of an experiment using picture for the development of preschool children's speech show the importance of systematic work in this respect: 1/ the stage of preliminary discussion and creating of an emotional mood in the group; 2/ the stage of analyzing the content of the picture /perception of the unity of content and form/; 3/ the stage of determining the name of the picture; 4/ the stage of independent formation of logically connected sentences - a description, a narration, subject-oriented creative narration. The content of the answers depends on intelectual tasks given to the children. It is necessary to show the children the specific possibilities of painting - composition, colour scheme, gestures, perspective ... The selection of the name of the picture is an important moment in the learning process - it shows whether the children have grasped the painter's intention and, simultaneously, the children learn to express their ideas. A narration about the work of art can be demanded from the children only after such preparation. The author gives examples to make the explanation clearer.

1 preschool age, 1 speech, 0 development, 1 instruction + method, 1 picture; 142959

475. BARNOVÁ, Ľ. - ČAJOVÁ, A.: Dôsledná práca prináša výsledky. /Systematic work brings results./

Predškolská výchova, 38, 1983/1984, No. 11, pp. 13-14.

The authors describe experience gained in work with Gipsy children. Children that come to the nursery school have very limited vocabulary, they do not understand the teacher. This is why it is desirable for the teacher to master the basic Gipsy words.

The work is made more difficult by the fact that the family usually does not support the development of literary speech. The final aim is the mastering of colloquial forms of the literary language after the children's three-year nursery school attendance, enabling the children successful communication at primary school. The teachers keep records of the development of each individual child's pronunciation and improve it by individual exercise. As for the youngest group, the main aim is to develop the vocabulary; the care for the correct pronunciation and speech culture predominates in the middle group and children of the oldest preschool age group perfect the grammatical correctness of their speech and coherent speech. The teachers work with smaller groups or with individuals. Abstract words are difficult for the children.

1 preschool age, 1 Gipsy child, 1 speech, 0 development; 142959

476. BEŠENEJOVÁ, N.: Spoznávanie vzťahov medzi slovami. /Learning the relations between words./

Predškolská výchova, 38, 1983/1984, No. 11, pp. 9-10.

The programme of educational work for nursery schools lays down that children of the oldest age group should learn to use pairs of words with opposite meanings. It is suitable to use Children's encyclopaedia, namely the chapter "What is it like" where pictures show various persons and phenomena and their opposite properties. Homonyms can be best explained in didactic games using pictures showing suitable homonyms. Variants of well-known fairytales can be used for teaching the children the correct use of synonyms and differentiation. The teacher can make use of creative and didactic games, the showing of film strips, making up stories to accompany pictures, puppet theatre and other ways of making systematically the children's understanding of the meaning of words more precise.

1 nursery school, 1 speech, 0 development, 1 vocabulary, 1 antonym, 1 synonym, 0 use; 142959

477. BICHONNIER, H.: Au pays des couleurs. /In the country of colours./

Paris, H. Nathan /1984/.
Reviewed in: L'école maternelle belge, 1983/1984,
No. 3, p. 145.

This book is an aid for enlarging children's vocabulry. It contains stories with some difficult words the meaning of which is explained in the text. Unknown words are gradually more and more difficult.

1 preschool age, 1 language education, 1 vocabulary, 0 development, 0 teaching aid; 142959

478. **BUSCH, R. E.:** Guidelines for speaking to young children.

Young Children, 39, 1984, No. 5, pp. 64-66.
1 table.

The author is a geologist by profession and he sometimes visits nursery schools and talks with the children about his work within the programme of making the children familiar with human work and various professions and trades. He sums up his experience in several basic instructions that should be followed by anyone coming as an unknown person to children and talking to them. These instructions contain seven basic points, ranging from a contemplation of the content and form to the means of expression used, including the outside appearance. Although this profession is somewhat exclusive and untypical for discussions with preschool children, his instructions are so well-formulated that they have general validity.

1 nursery school, 1 intellectual education, 1 profession, 0 information; 142961

479. **DVOŘÁK, J.:** Rozvíjíme myšlení a řeč dítěte. /Developing the child's thinking and speech./

Děti a my, 14, 1984, No. 4, pp. 10-11.
1 photograph.

From the viewpoint of development, we usually distinguish practical and conceptual thinking.

Practical thinking prevails in the first years of development. At this stage, concepts are replaced by concrete objects and intellectual operations are replaced by concrete activities. It is necessary to develop the child's concrete thinking, to follow how the child plays, to stimulate and activate him. Conceptual thinking requires intellectual operations in which the ability to use symbols /words/ is used instead of objects. The development of the vocabulary and simple grammar enable the transition to higher intellectual operations. This is why we should stimulate the child to play with words, let the child narrate a simple story, give him tasks - it is suitable to use children's magazines, folding picture-books, cut-outs, toys. The aim is to develop gradually not only the child's vocabulary and grammar but also his ability to recall words in the course of speech and thus to express himself better, increasing his knowledge and aiding his mental development.

1 preschool age, 1 speech, 0 development, 1 vocabulary, 1 grammar, 1 thinking; 142959

480. DVOŘÁK, J.: Řeč a emocionalita. /Speech and emotionality./

Děti a my, 14, 1984, No. 2, pp. 10-11.
2 photographs.

Emotions have a substantial impact on the development of speech and on speech itself. The desire to speak is conditioned by a positive emotional attitude. On the contrary, sadness and unsuitable, conflicting family background are the reason why the child is reserved, uncommunicative. Emotions enhance all cognitive processes of the child and influence stimuli stemming from the social environment.

1 preschool age, 1 speech, 1 emotions; 142957

481. FRIEDRICH, H.: Auf Kinder hören, mit Kindern reden. /Listening to children and talking to them./

Herder Verlag 1983.
Reviewed in: Der Schweizerische Kindergarten, 74,
1984, No. 1, p. 26.

The theoretical part of the publication deals with speech as a means of communication and its social importance. The practical part brings various forms of talks concerning subjects that are near to the children and various games.

1 preschool age, 1 speech, 0 development, 1 topic, 1 play; 142959

482. HEGEROVÁ, M.: Overovanie intenzívnej jazykovej prípravy zo slovenského jazyka. /Verifying the intensive language preparation in the Slovak language./

Predškolská výchova, 38, 1983/1984, No. 11, pp. 3-5.

Five basic kinds of games are used within the framework of intensive language preparation. The aim of all of them is to develop the memory, speech, logical thinking, the ability to observe. Creative and handling play enables the children to get acquainted with objects and their names, to reinforce and enlarge the acquired knowledge. The nature of the texts used for many locomotive games is suitable from the viewpoint of frequent repetition of words, the child has an opportunity to show his ability in a solo performance. Games based on the visual perceptions are especially those using pictures. Didactic games are used to revise systematically the names of things and simple sentences. When listening to fairytales, poems and nursery rhymes, the children revise and enlarge their vocabulary, they improve their pronunciation.

1 preschool age, 1 speech, 0 development, 1 instruction + method, 1 play, 1 fairytale, 0 Slovakia;
142959

483. JANKOVA, V. - NAUMOVA, A.: Pokhvati v govornite zanimaniya ot ranna văzrast. /Methods of verbal exercises in early childhood./

Preduchilishtno văzpitanie, 32, 1984, No. 4, pp. 24-25.

The article describes forms of activating the speech of nursery school children - decorations, a theatre on a string, a rotary stage, a magic cinema, children's TV, the use of film strips and slides, the making of a train and various toys by the children themselves. The authors describe their experience with the preparation of children for play, and with the selection of suitable methods for preschool age groups, stressing the effect of these forms on the speech, physical, aesthetic, moral and work aspects of children's activities.

1 nursery school, 1 speech, 0 activation, 1 instruction + method, 1 play, 1 teaching aid; 142959

484. JÍROVÁ, Z.: Jazyková výchova ve zvláštní mateřské škole. /Language education in a special nursery school./

Otázky defektologie, 26, 1983/1984, No. 6, pp. 211-214.

Language education and care for the speech communication belongs to principal tasks of educational work. Special educational care is usually linked with medical care. The content and method must be adjusted suitably to the cognitive abilities of children. It is necessary to use a personalized approach and to develop the children's speech in a group, combining an object-teaching approach with activity and with consistence. Exercises used include the evoking of pleasant feelings /motivation/, breathing exercises, gymnastic exercises of the speech organs /tongue, lips, lower jaw/, verbal games are used /enlargement of the vocabulary, articulation, syntax, content and meaning of words/. Educational counsellors cooperate with the parents, primarily with the mothers. At the present time, two Prague special nursery schools verify the curriculum.

1 nursery school, 1 special school, 1 language education, 0 principle, 1 exercise; 142959, 144351

485. JÍROVÁ, Z.: *Logopedická péče u předškolních dětí.* /Speech therapy of preschool children./

Rodina a škola, 31, 1984, No. 9, p.11.

The child must experience success in the speech therapy to a much larger extent than in any other activity because success is the main motive of his activity. The author brings examples of exercises using the lips and the tongue and games that may be used for making speech therapy exercises more varied.

1 preschool age, 1 speech, 0 development,1 speech therapy, 0 exercfe exercise; 142959, 144351

486. KALEVA, V.: *Usvoyavaneto na predlozi s prostranstveno znachenia.* /Learning the prepositions of place./

Preduchilishtno văzpitanie, 32, 1984, No. 4, pp. 10-12.

The problem of mastering the use of prepositions denoting the place is discussed theoretically in considerable detail by the authors. Three stages of the development of spatial ideas are defined: 1/ the grasping of the preposition as an independent element in the sentence; 2/ the grasping of its position in the sentence, but the understanding of the content is connected with a concrete form of object relations; 3/ the mastering of prepositions independent of object relations. The author sums up the results of her study in the form of methodological recommendations with a view to some age specifics of children.

1 nursery school, 1 language education, 1 preposition, 0 space, 1 imagination, 1 age specifics; 142959

487. KALMYKOVA, L.: Praemstvennost i perspektivnost v razvitii rechi doshkolnikov i mladshikh shkolnikov. /Continuity and perspective in speech development of preschool children and younger school children./
Doshkolnoye vospitaniye, 1984, No. 12, pp. 36-41

The perspective in teaching preschool children eliminates in school children the need to change stereotypes learnt at preschool age, a restructuring of the knowledge gained before they come to school; it creates conditions for mastering the rudiments of science with respect to the knowledge, skills and habits acquired earlier, for their reinforcement, enlargement, intensification and improvement at a new, higher level. The forming of the grammatical structure of speech is a part of the continuity and perspective as grammatical forms of the mother tongue are the material basis of thinking.

Grammatically correct speech is a prerequisite for a successful and early development of monological speech necessary for school instruction. The grammatically correct structure of a preschool child's speech is a sufficient intellectual and emotionally volitive preparation for learning at school. Various methods and didactic games described here contribute to the development of thinking and create prerequisites for a successful mastering of speech processes and for the forming of the knowledge of grammar at school.

1 preschool education, 1 younger school age, 1 language education, Ø continuity;142959

488. KOLEVA, K. - TODOROVA, V. - KHRISTOVA, A.: Kompleksni zanyatiya po roden ezik. /Comprehensive teaching of the mother tongue./

Preduchilishtno văzpitanie, 32, 1984,No. 3, pp. 37-38.

The authors describe concrete games for all nursery school groups, programme goals and aids, the general goals being coherent speech, enlargement of the vocabulary, grammatical rules, cultured way of speaking.

1 nursery school, 1 speech, Ø development, 1 play; 142959

489. KOPŘIVOVÁ, A.: Povídejme si s dětmi. /Let us talk with the children./

Děti a my, 14, 1984, No. 1, p. 15.
1 photograph.

The child is brought up and educated especially through the spoken word. He should be given a correct and sufficient speech model enabling him to communicate with others, to express his thoughts. The principles of a correct speech model - without any endearing lisping - and the correct pronunciation of the individual sounds are respected by many parents nowadays. The problem lies in the fact that many children do not have enough opportunity for speaking with adults and fall behind in their speech development. Neither preschool child care facilities nor speech therapy centres can help if the child is not given sufficient care in the family.

1 preschool education, 1 language education, 1 dialogue, 1 adult, 0 importance: 142959

490. LASSALAS, P.: Pédagogie du langage. /Language education./

L'école maternelle belge, 1983/1984, No. 3, pp. 102-105.

The language education in the nursery school includes both spoken and written language. Martinet's studies concentrate on educational problems of language education in the nursery school in recent years.

Referring to the results of his studies, the author of this article states that the nursery school can help considerably to develop the speech if the language education is based on play and on the necessity to speak; if the teacher turns to the child with questions and if she creates situations in which the child must speak and thus train his speech. The child also gets acquainted with the written form of the language through various inscriptions and messages; the learning of reading and writing takes place separately.

1 nursery school, 1 speech, 0 development, 1 play, 1 communication, 1 reading, 1 writing; 142959

491. LYAMINA, G.: *Razvitiye rechi vne zanyatiy u starshikh doshkolnikov.* /Speech development in older preschool children outside organized activities./

Doshkolnoye vospitaniye, 1984, No. 11, pp. 12-17.

Speech development has specific features in mixed-age groups. Given correct guidance, younger children gain a lot from the older ones. However, practice shows that the older children do not make use of the acquired skills in the course of play and in everyday life. They often turn to one another only with a word or a gesture. Group life and play with constant partners contribute to the children's mutual understanding without speaking, they do not need to explain or prove anything. It is the task of the nursery school to create conditions for children to speak fluently in everyday contact and in the course of play.The wish to repeat poems, nursery rhymes, riddles and to tell them to younger children and peers is evoked when the teacher selects suitable material from the viewpoint of speech and if the material thus chosen is humorous, if it contains humorous elements. The children develop an emotional relation to these poems, nursery rhymes and riddles and they wish to repeat them in the course of play, in contact with other children, in everyday life. The author gives a number of examples, poems, riddles and games that are suitable for use outside the organized occupations or during outdoor stay.

1 nursery school, 1 speech, 0 development, 1 instruction + method, 1 group, 0 heterogenenity; 142959

492. MULLER, J.: Jeux de doigts, jeux de rythme. /Play with fingers and rhytmic games./

Paris, A. Colin-Bourrelier /1984/.
Reviewed in: L'école maternelle française, 1984, No. 5, p. 31.

The collection contains a selection of children's games using fingers and hands and developing the children's rhythmic feeling. This kind of games is connected with words, thus contributing to the children's speech development.

1 preschool age, 1 speech, 0 development, 1 rhythm, 0 play; 142959

493. PALATINOVÁ, A.: Logopedická péče v mateřské škole. /Speech therapy in the nursery school./
Rodina a škola, 31, 1984, No. 6, p. 6.

Speech therapy is concerned not only with the isolated correct speech development but also with the development of thinking, emotional education, the development of mental processes. The method of eliminating the defects depends on the child's age. Correct motivation is of prime importance. Cooperation with the family is necessary in every single case, lack of uniformity in requirements causes unnecessary confusion.

1 preschool age, 1 speech, 0 development, 1 speech therapy, 1 age specifics; 142959, 144351

494. Pour bien exprimer ce que l'on conçoit bien. /For expressing well what we have understood well./
L'école maternelle belge, 1983/1984, No. 2, pp. 62-67.

The article brings a description of the experience gained with the new didactic material for initial instruction in reading in the nursery school. It is a set of 250 pictures that stimulate the children to verbal expression /naming, description, narration, classification/ and to discussions with other children, thus teaching them to listen to one another and to cooperate. The material has proved successful as an aid for group didactic games that may be graded with respect to demands. Some games can be accompanied by singing.

1 nursery school, 1 initial reading, 1 didactic game; 142959

495 ROBSON, B.: Encouraging dialogue in pre-school units: The role of the pink pamfer.

Education Review, 35, 1983, No. 2, pp. 141-148.
2 refs.

The "pink pamfer" is a wrong pronunciation of "pink panther" by a boy that has not yet learnt to pronounce the "th" sound. The expression was heard in a children's dialogue in the nursery school. The paper stresses the importance of children's dialogue for the development of their language skills and the necessity of listening to and recording children's dialogues by educators. This improves the adult-child communication. Proceeding from an empirical study in which children's dialogues were recorded on a tape, the paper deals with the problem of eliminating some minor speech defects of children /pronunciation and the like/ and, mainly, it contains a detailed analysis of the possibilities that stimulated children's dialogue offers to the educator /learning through imitation, direct learning of one child from another, the practicing of pronunciation, the development of fantasy through various language games, dialogue in the course of meals, associative games, grouping for joint activity;

a marginal note points out that, in many cases, play accompanied seemingly by some dialogue is, in fact, accompanied by "monologues" of children playing parallelly with sand etc., as proved by the recordings/. Educators are given some suggestions for preparing similar dialogues of children, for guiding them unobtrusively, determining their style, complexity of utterances and the like. In conclusion, stress is laid on the integrating, socializing role of children's dialogue. This is precisely the reason why it is recommended to place children with speech defects in children's groups in preschool facilities as intensive care by adults given in special language laboratories eliminates the defects but the child still has difficulties in communicating with his peers.

1 preschool education, 1 speech + development, 1 language education, 1 dialogue; 142959

496. SEEFELDT, C.: What's in a name ? Lots to learn !

Young Children, 39, 1984, No. 5, pp. 24-30.
2 photographs, 10 refs.

Proceeding from the thesis that a name represents a unique meaning of a concept, the author works out a whole programme of children's learning that may start with getting familiar with names. It is possible to develop the formal thinking and ideation in general and, simultaneously, to strengthen the child's self-confidence. Although the formal operations can be made with anything, it is the author's opinion that it is extraordinarily advantageous to begin with names.

1 nursery school, 1 speech, 0 development, 1 vocabulary, 1 name; 142959

497. SÝKOROVÁ, M. - DUDÁŠOVÁ, M.: Prognostická hodnota špecifických vývinových porúch reči pre ďalší psychický vývin dieťaťa. /The prognostic value of specific developmental speech defects for the child's further mental development./

Československá psychiatrie, 80, 1984, No. 5, pp. 340-345.
3 tables, 1 chart, 11 refs.

The speech forms the foundation and prerequisite of many mental processes that are simultaneously reflected externally through speech and this is why they are given attention by child psychiatrists. The authors studied the development of children with specific developmental speech defects in early childhood. Over 50 p.c. of the children covered by the study showed some other defects in the mental development later on. Speech development defects and psychopathological manifestations in further development are, in the authors' opinion, developmental symptoms of the same disease or affliction of the central nervous system, the symptoms being infantile speech pattern, inadequate differentiated behaviour inadequate to age, especially in the emotional and volitive sphere and immature social behaviour.

1 preschool age, 1 speech, 0 defect, 1 mind, 0 relation, 1 developmental psychology, 0 research; 142959

498. SHVAYKO, G. S.: *Igry i igrovyie uprazhneniya dlya razvitiya rechi.* /Games and play exercises for speech development./

Moscow, Prosveshcheniye 1983.
Reviewed in: Lyamina, G.: Sovetuyem ispolzovat v rabote.
Doshkolnoye vospitaniye, 1984, No. 4, pp. 73-74.

The volume contains 34 games suitable for the speech development of children aged 5 to 7. The first part concentrates on improving the orientation in the surrounding world and on enlarging the vocabulary, the other one improves the phonematic perception, which is important for learning later on. The author has prepared practical aids that save the teacher's time for the preparation of occupations and that can be used by the children for independent work.

1 nursery school, 1 speech, 0 development, 1 vocabulary, 0 development, 1 pronunciation, 0 perception, 1 play, 0 collection; 142959, 142951

499. **TKACHEVA, L.:** Foneticheskiye deystviya kak predposylka uspeshnogo usvoyeniya fonetiki, grafiki i ortografii. /Phonetic activities as a prerequisite for the successful mastering of phonetics, writing and spelling./

Doshkolnoye vospitaniye, 1984, No. 9, pp. 29-32.

The development of the phonemic hearing is one of the prerequisites for an effective utilization of the reserves in the children's cognitive abilities. The phonemic hearing is defined as an ability to perceive the individual sounds of the speech by hearing, to differentiate between them and to generalize them in words as units of different meaning. The author describes a study aimed at seeking optimum conditions for the development of phonemic hearing in children aged 5 to 6. The study was conducted in three stages: 1/ The children pronounced loudly and distinctly words said by the teacher. The phonemes were looked for independent of the sound form of the word. It was necessary to take them out of the word in the clean form, i.e. while keeping their functions. 2/ The children learnt to pronounce words voicelessly. The teacher drew their attention to the changes in the position of the speech organs. The children read from her lips and differentiated and separated phonemes. 3/ The children learnt to differentiate and identify phonemes. The study was made with two groups of 50 children each /an experimental group and a control one/. A detailed description is given of the method used and the course of activities. The results show that children from the experimental group mastered the phonemic analysis a year earlier.

1 nursery school, 1 speech, 0 development, 1 hearing, 0 phoneme; 142959

500. TOPALOVA, T.: Puti formirovaniya svyaznoy rechi. /Ways of forming fluent speech./

Doshkolnoye vospitaniye, 1984, No. 3, pp. 37-38.

Studies and practice show that the speech of younger preschool children is, with rare exceptions, incoherent, fragmentary. One of the causes of this phenomenon is the fact that the method of work used with younger children does not provoke them to more complicated way of speaking. The author describes various games used in a nursery school where the children were assigned various roles in play so that they were forced to speak in a way understandable for the other children, they could explain their intentions and give them instructions. Play reflecting social situations of adults /playing house, hospital/ meant for the children "a zone of further development". The modelling of speech and play situations and the creating of conditions evoking the need to communicate verbally influence the development of fluent speech.

1 nursery school, 1 speech, 0 development, 1 utterance, 0 connection, 1 play; 142959

501. USHAKOVA, O.: Rabota po razvitiyu svyaznoy rechi.
/Developing fluent speech./

Doshkolnoye vospitaniye, 1984, No. 10, pp. 9-14.

The development of fluent speech is connected closely with other parts of language education /enlarging of the vocabulary, forming of the grammatical structure of speech, developing of the sound culture/. Elements of a monologue appear at the age of three and a child nearing his sixth year of age starts to speak fluently. Workers of the Scientific Research Institute of Preschool Education, which is a part of the Academy of Educational Sciences of the Soviet Union, developed a system based on the principle of a comprehensive approach, which means that various organically interconnected language tasks are fulfilled in the course of one occupation. Further, it is the principle of a single topic for one occupation. Thus the children's attention is not distracted by new objects and grammatical, lexical and phonetic exercises are done with well-known words and concepts. This is why the transition to fluent speech is natural and easy for the child. The author also describes and explains several occupations used in nursery schools within the framework of research. By the end of the school year, 16 children out of the middle group of twenty were able to narrate a story determined by the teacher; four children narrated the story with the help of questions asked by the teacher.

1 nursery school, 1 speech, 0 development, 1 utterance, 0 connection, 1 instruction + method, 0 research;
142959

502. USHAKOVA, O.: Rabota po razvitiyu svyaznoy rechi v detskom sadu. /Developing fluent speech in the nursery school./

Doshkolnoye vospitaniye, 1984, No. 11, pp. 8-12.

Experimental teaching of fluent speech conducted by the Scientific Research Institute of Preschool Education has confirmed good results if the development of fluent speech is connected directly with other tasks, such as the forming of the grammatical structure of speech, enriching of the vocabulary and developing of the sound culture of the speech. A model occupation is described for the group of older preschool children, with the following tasks: 1/ Fluent speech. Story-telling on the basis of a picture showing hedgehogs. The children are to devise a story, using their knowledge of the hedgehog and other forest animals. 2/ Enlarging of the vocabulary. 3/ Sound culture of the speech. Improving and reinforcing of the correct pronunciation of the sound "zh" and distinct pronunciation of words containing this sound. The course of the whole occupation is described in considerable detail. Results reached by the end of the school year showed that children from the older group were able to narrate independently, i.e. to devise and tell a story on the basis of their own experience or about a topic determined by the teacher. The tasks of language education were higher in the transfer class. A check of the results was made by the end of the school year. Each child was asked to choose a topic for his story, to devise a suitable story concerning the topic and to tell the story in a distinct way. Or the children were told the beginning and the end of a story and were asked to supply the rest of the story, which was more difficult. By the end of the school year all children from the transfer class were able to fulfil tasks concerning the use of synonyms and antonyms, to make up a story and to fill in the missing part of a story. The children used, as a routine, simple and complex sentences of various types, they were able to use direct speech.

1 nursery school, 1 speech, 0 development, 1 utterance, 0 connection, 1 independence, 1 exercise, 0 type, 0 research; 142959

503. ZDRAVKOVA, B.: Văzpitavane na izrazitelnata rech chrez kukleniya teatăr. /Developing distinct speech through puppet theatre./

Preduchilishtno văzpitanie, 32, 1984, No. 8, pp. 36-37.

Aesthetic education helps to develop the children's creative forces and the ability of literary production through artistic performance. This includes not only the perception of the performance but, primarily, the plastic language interpretation of the work. The author describes an experiment in which the children got acquainted with some specific work through puppet theatre instead of the usual reading aloud. She describes the tasks of the experiment /evoking interest in the puppet theatre, using it in play for developing the elocution and the skill of puppet playing/, the course of the preparation and the performance. The results confirm that children master easily distinctive speech, enrich their vocabulary, improve their observation ability, memory, creative fantasy and the like, their interest in art grows and they develop a need for contact with art.

1 nursery school, 1 speech, 0 development, 1 aesthetic education, 1 artistic recital, 1 puppet theatre, 0 research; 142959, 142963

9.2.1 Foreign languages

504. CHERNIKOV, R.: Aktualnyie problemy teorii a praktiki obucheniya neruskikh doshkolnikov russkomu yazyku. /Topical problems of the theory and practice of teaching Russian to non-Russian preschool children./ Doshkolnoye vospitaniye, 1984, No. 3, pp. 12-13.

A new specialization - methodology of teaching the Russian language to non-Russian preschool children - developed simultaneously with the introduction of teaching Russian in nursery schools of other nationalities. The Scientific Research Institute of Nationality Schools belonging to the Ministry of Education of the Russian Soviet Federative Socialist Republic prepared and verified experimentally standard curricula of the Russian language for children aged

5 to 6 and for transfer classes, instructions on the planning of the subject matter and methodological recommendations for the organization of occupations, didactic games for the teaching of Russian, books for reading aloud, narration and learning by memory, pictures for speech development, didactic materials for the individual children. These standard curricula are used as the basis for the preparation of regional programmes, methodological instructions and didactic materials respecting the specific features of the territories of the individual nationalities. In the course of two years, the children should learn 400 to 600 words, master the most frequently used grammatical forms, learn to ask questions, lead simple dialogues, describe pictures and the surrounding objects and phenomena. The problem of personalized approach has not been coped with successfully yet. There are big differences in the children's knowledge of the Russian language: what is well-known for some children may be difficult to master for others. A scientific conception of teaching the Russian language to preschool children necessitates further scientific theoretical reasoning and perfection with respect to the results reached so far.

1 nursery school, 1 foreign language, 1 Russian, 1 instruction + method, 0 Soviet Union; 142959, 145329

505. GASANOVA, R.: Razvitiye svyaznoy rechi v mnogonatsionalnoy gruppe detskogo sada. /Developing fluent speech in a multi-national group of the nursery school./ Doshkolnoye vospitaniye, 1984, No. 6, pp. 38-41.

This is experience from Dagestan where the nationality groups speak 32 languages. As for older preschool children, the main task is to teach them to speak Russian fluently. Methods used for teaching the Russian language are based on the experience that all language tasks can be solved only when respecting the specific phonetic and grammatical features of the mother tongues. The principle of object teaching is adhered to in the course of occupations. The teachers use the local material as this helps to increase the children's interest in the environment and to develop their love for their native region. Descriptions and plans of several occupations are given here.

1 nursery school, 1 foreign language, 1 Russian,
1 instruction + method, 0 Soviet Union; 142959,
145329

506. GORELOV, I.: Vzaimosvyaz rechevykh i nerechevykh deystviy v obucheniyu detey vtoromu yazyku.
/The mutual connection of verbal and non-verbal activities in teaching the children the second language./

Doshkolnoye vospitaniye, 1984, No. 3, pp. 13-14.

The adult is not only an organizer of children's activities but also a model for their verbal and non-verbal activities. This is why attention should be paid also to non-verbal means of communication. These include primarily the mimic and gestures. These non-verbal manifestations supplement the speech and often replace it /e.g. a nod meaning

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approval and the like/. They develop earlier than verbal communication. Children imitate easily the behaviour and way of speaking of both adults and their peers. These non-verbal activities are very important for the children. The teaching of the Russian language should be based on Russian way of life, on Russian drawings, pictures, toys. An effective teaching of a second language to preschool children requires the use of verbal and non-verbal components of speaking: the correct speech should be accompanied by adequately emotionally coloured mimic, precise gestures and playful mobility.

1 preschool age, 1 foreign language, 1 Russian, 1 non-verbal behaviour, 0 importance, 0 Soviet Union;
142959

507. SOCHIN, F. - NEGNEVITSKAYA, Ye.: Obucheniye russkomu yazyku v natsionalnom detskom sadu. /The teaching of Russian in nursery schools of other nationalities./
Doshkolnoye vospitaniye, 1984, No. 3, pp. 30-36.

The teaching of Russian to preschool children should respect the specific features of the mother tongue in each union republic. At the same time, it is necessary to ensure a uniform level of the initial mastering of Russian by all children coming to grade one. The methods of teaching Russian should be based on the conception of developing learning, i.e. they should secure a high quality of knowledge and habits and, simultaneously, the child's harmonious development. Preschool age is considered to be suitable for the mastering of a second language. But only a child living in a bilingual family or playing with peers speaking another language feels the need to communicate in both languages and masters the second language much more easily and quickly than later in life. Nursery school experience shows that the mastering of the second language is not so effective as could be expected at preschool age if the child uses his mother tongue in contact with his peers, although he lives in a bilingual environment. Thus preschool age itself is not a sufficient prerequisite for a successful mastering of the second language. The teaching of Russian to children in nursery schools of other nationalities should be based on contemporary, scientifically based principles securing high effectiveness. The methods used hitherto are being reassessed at the present time, on the basis of psychological principles governing the mastering of the second language at preschool age. Speaking begins with a motive, with a wish to say something, and this occurs always in a real situation, in the course of work or during play. Speech and understanding are one side of the verbal activity, they have the same psychological origin, they require the same conditions. This is why it is necessary, from the very beginning, to form the speaking of Russian as an active process of creating and speaking and understanding.

1 nursery school, 1 family, 1 foreign language, 1 Russian, 1 instruction + method, 0 Soviet Union; 142959, 145329

508. VINOGRADOVA, G.: *Russkiy yazyk v detskikh sadakh.*
/The Russian language in nursery schools./
Doshkolnoye vospitaniye, 1984, No. 3, pp. 14-15.

The experience of a district regional methodological centre is discussed. The centre cooperates with a scientific research laboratory of the college of education of Uzbekistan that studies the problems of teaching colloquial Russian to nursery school children of other nationalities; it takes care of the further professional growth of teachers, generalizes the best educational experience and introduces it into practice, sets up creative teams for the study and application of the results of science, it cooperates with methodological centres working in other regions. These groups meet at least twice a year to discuss the application in practice of results reached by the educational science in the sphere of teaching Russian to children of other nationalities. The council of the methodological centre is formed by representatives of city, town and district departments of national education, lecturers teaching at teacher training schools, outstanding teachers. Council members participate in inspections of teaching the Russian language in nursery schools. Regional conferences and seminars on various aspects of teaching Russian are organized regularly. The centre concentrates rich materials for this. The experience gained in teaching the Russian language to children was made public at an exhibition of the achievements of the Uzbek Soviet Socialist Republic.

1 nursery school, 1 foreign language, 1 Russian, 1 instruction + method, 0 Soviet Union; 142959, 145729

509. COLOV, V.: Sposobnostite. /Abilities./
Preduchilishtno vǎzpitanie, 32, 1984, No. 8, pp. 19-23.

The author discusses the mutual connections between talent, gift and abilities, dealing in more detail with objective /family, society/ and subjective /industry, perseverance, inquiring mind/ prerequisites determining the development of abilities and explaining the basis of abilities, the role of the family and the social environment in their development and improvement.

1 preschool age, 1 ability, 1 gift, 0 relation, 1 family, 1 social environment, 0 influence; 142961

510. JANCHEV, J.: Aktualni problemi na potentsialniya talant. /Topical problems of a potential talent./
Preduchilishtno vǎzpitanie, 32, 1984, No. 5, pp. 14-18.

Discussing criteria for determining the abilities of preschool children, the author comments critically on the discrepancies in views and extremes in work with gifted children, and poses the question when it is possible to determine the creative talent of an individual /from the viewpoint of the specifics of the branch, e.g. music, and from the viewpoint of the intellect, e.g. history/, how talent develops /talent shown since early childhood, prematurely developed intellect - later an educated but non-creative type, talent that develops later/. The problem of the health of these children is very important /processes of reproduction/. It is necessary to enforce new ideas of social, professional and other factors leading to intellectual and moral acceleration. He deals with the problem of technological creative avant-garde, its differentiation from the elite and the problem of continuity of generations "on top of the pyramid".

1 preschool age, 1 child, 1 talent, 0 creativity, 1 acceleration; 142903

511. KOLTSOVA, M.: Medlitelnyie deti. /Slow children./ Doshkolnoye vospitaniye, 1984, No. 2, pp. 41-43.

Slow children do everything slowly and, as a result of this, suffer all the time as they are urged all the time to hurry up; adults lose their temper and they even punish them sometimes. Slow children usually have learning difficulties, too. A study was made of the effect that the level of activity of school children's nervous processes had on the memory, speed and accuracy, on the acceptance of information, on school achievement. The low activity of the nervous processes of these children makes them lag behind in all indices mentioned above. A mass study of six-year-old children from the viewpoint of their readiness for school showed that slow children represented 22 p.c. Slow children are not retarded intellectually but the speed of their motor reactions and intellectual activity is lower than in most children. When the children were assigned various tasks experimentally, without any time limit, these slow children fulfilled the tasks without any mistakes but they needed three times more time. When the task required accelerated speed, the performance of slow children slowed down even more. The nervous system of a slow child is not able to cope with higher requirements regarding speed and an attenuation comes instead of a process of agitation. The electric activity of the brain was studied in these children with the aim of determining whether the slowness was an inborn quality of the nervous system or an acquired one. The rhythm of electric pulses was 9 - 10 per second in children with a high activity of nervous processes and only 7 - 8 per second in slow children. Pavlov's studies show that systematic training can influence the quality of nervous processes, the strength and mobility as well as the degree of their balance. Some examples are given of games for overall motor development and for the development of the speed of the intellectual activity. Good results can be expected only if regular training begins in early childhood.

1 preschool age, 1 locomotive education, 1 intellect education, 0 pace, 0 lack; 142961

512. MATĚJČEK, Z.: Louda. /A slowcoach./

Děti a my, 14, 1984, No. 4, pp. 14-15.
2 photographs.

Children have very lively fantasy at preschool age and at the beginning of their school attendance. Some children are completely engrossed in their own dreaming and they return to the world of reality only after being rebuked by the parents, sometimes too emphatically. One of the most effective tactics for restricting too much "dreaming" that prevents the child from work and normal children's fun is to help the child at the right moment /without forcing him/ perceive and do what he should. He should be guided mildly, gently, to turn the external motor passivity into internal activity in the positive social sense.

1 preschool age, 1 fantasy, 1 attention, 0 passivity, 1 educational methods; 142961

513. PAVLOVA, L.: Znacheniye razvitiya deystviy ruk. /The importance of developing the movements of hands./

Doshkolnoye vospitaniye, 1984, No. 1, pp. 55-60.

The movements of hands develop in the process of man's education and learning as a result of forming associations between visual, tactile and muscular sensations, in the course of active contact with the environment surrounding the child. The child learns to control his hands alongside with the development of his sight, touch, the muscle sense and changes of the position of his body in the space, i.e. in the course of the process of forming the visually tactile kinaesthetic relations. The movements of the hands are controlled by the sight. The seeing of an object turns into a stimulus for moving the hand towards the object. Intentional hand movements develop in the child in the first six months of his life. The hand begins to function as a specifically human organ. A study described here was conducted with the aim of finding out how the movements of hands could be developed in the first months of the child's life. A description is given of activities that the child should be stimulated to. The study confirms that the development of object handling since the earliest childhood has a positive impact on the forming of higher mental functions: perception, memory, imagination, thinking, speech development.

1 child, 1 locomotive education, 1 age 1, 1 hand, 0 development, 1 mind, 0 research; 142703

514. PILYUGINA, E. G.: Zanyatiya po sensornomu vospitaniyu s detmi rannego vozrasta. /Sensory education activities for young children./

Moscow, Prosveshcheniye 1983.
Reviewed by: Kamalina, L.
Doshkolnoye vospitaniye, 1984, No. 8, p. 75.

The tasks of sensory education are geared to the forming of the child's ability to perceive the surrounding reality. The sequence given here shows how the child begins to distinguish the properties of various objects, how the perception of object properties depends on the nature of the child's activity. Recommendations are given for the planning and preparation of occupations with children. Examples of sensory education activities given in the annex are designed for children aged 2 to 3.

1 child, 1 age 2 - 3, 1 senses, 0 development;
142961

515. PIRYOV, G.: Za văzpitayane na sposobnostite. /Developing the abilities./

Preduchilishtno văzpitanie, 32, 1984, No. 7, pp. 2-4.
4 refs.

Discussing the nature and structure of abilities, roles and the importance of character and their formation, the author points out the individual nature of abilities and studies the connection between abilities and temperament. He also analyzes some concepts, such as general intelligence, general talent, gift etc., and defines factors that influence the development of abilities. He recommends to solve problem situations together with children so that they may learn to understand and solve situations and learn critical and self-critical thinking. Further, he recommends that children should often be given various materials for doing what they want with them and for manifesting their own aesthetic feelings. He points out that educators should improve their knowledge of psychology.

1 child, 1 ability, 0 development, 1 talent, 1 thinking; 142961

516. SINCLAIR, H.: Les bébés et les choses ou la créativité du développement cognitif. /Young children and things, or creativity in the cognitive development./

Paris, A. Colin-Bourrelier /1984/.
Reviewed by: Gilabert, H.
L'école maternelle française, 1984, No. 7, p. 32.

The publication deals with the development of the cognitive abilities of children between the twelfth and twenty-fourth month of life; the development of cognitive abilities is connected closely with the development of the child's activity.

1 preschool age, 1 age 1 - 2, 1 cognitive process + ability, 1 activity, 0 development; 142961

517. TOPALOVA, B.: Intelektualizatsiya na uchebniya protses chrez didaktichnata igra. /Intellectualizing the process of education through didactic games./

Preduchilishtno văzpitanie, 32, 1984, No. 11, pp. 26-28.
1 ref.

Optimum conditions are created for the intellectual development of children by the use of methods and forms of education corresponding to the age - didactic games, audiovisual aids, construction sets, arts and crafts. The most suitable conditions were seeked for the children's intellectual development through didactic games in Pleven, as the author describes in detail. The results show that didactic games used in a certain system help to master independent complex intellectual processes, that they add an emotional atmosphere to the instruction and that they help to activate the cognitive processes, to master new knowledge and to reinforce the acquired knowledge. Didactic games have an optimum impact only if they form a part of the whole process of education.

1 preschool education, 1 intellect, 0 development,
1 didactic game; 142961

518. WEIGL, I.: Porovnávanie, usporadúvanie, priraďovanie.
/Comparing, ordering, classifying./

Bratislava, SPN 1982.
Reviewed by: Ondrušková, E.
Predškolská výchova, 38, 1983/1984, No. 6, p. 30.

The author analyzes ways in which the basic operations of comparing, ordering and classifying are carried out in the process of transfer. A detailed description is given of an experimental method used in the instruction as a basis for the study of transfer. The programmes of the individual occupations are described and supplemented with illustrations. When describing the exercises, the author gives the aim of each and describes the methods used and the teaching aids and presents the results reached, giving performance data in p.c. that give an idea of the developmental level of children of a certain age group. The publication has been translated from German.

1 preschool age, 1 transfer, 1 thinking, 0 development, 0 research; 142961

10.1 Perception

519. COŁASZEWSKI, T.: *Świat dziecięcej wyobraźni.* /The world of children's imagination./

Wychowanie w przedszkolu, 37, 1984, No. 6, pp. 330-337.
1 ref.

This is an excerpt from the author's book Granice dziecięcej wyobraźni /to be published in 1985/. An outline is given of the definitions of key concepts and a typology of children's imagination, ways of measuring its "strength" /grades/, related concepts - imagination - ideas - experience - stereotypes - transcendence /exceeding of stereotype/.

1 preschool age, 1 imagination, 0 typology, 0 measuring; 142961

520. CHARBONNEAU, G.: Construire et representer l´espace. /Constructing and representing space./

L´éducation, enfantine, 1984/1985, No. 3, p. 3.

The article informs briefly about an educational project that was carried out by teachers of Paris districts X and XII in the school year 1983 - 1984. They jointly studied the way in which the notion of space develops in children in the course of various activities: drawing, ring games, in the course of making various objects in handiwork lessons. Concrete descriptions of educational methods used within the framework of the project are given in other articles in the same issue.

1 nursery school, 1 thinking, 1 imagination, 0 space, 1 activity, 0 importance; 142961

521. MANCHEV, J.: Detsa, prostranstvo, ekran. /Children, space, TV./

Preduchilishtno văzpitanie, 32, 1984, No. 11, pp. 9-11. 3 refs.

The article discusses in detail the difficulties encountered in developing the ability to perceive the space, presenting Piaget´s views and describing the importance of various objects and their plane representation in this process. Means pointed out here should be used in the nursery school for a correct shaping of the ability to perceive space and spatial relations in keeping with the children´s age.

The following part of the article deals with the watching of TV programmes and its importance for developing the ability to understand and to distinguish the fairytale world of fantasy from the real world, connected with the acquisition of new knowledge. Attention is drawn to the necessity to maintain a real image of real things and relations even in the fantastic form. The author also warns against the drawbacks of letting children watch TV programmes that are unsuitable for them.

1 nursery school, 1 perception, 0 space, 1 TV + programme, 1 fantasy; 142961

522. ZENGINOVA, Z.: Rolyata na poloshitelnite emotsii pri zapoznavane s okolnata deystvitelnost. /The role of positive emotions for getting acquainted with the environment./

Preduchilishtno văzpitanie, 32, 1984, No.7, pp. 38-39.

The author describes how three- to four-year-olds are educated by means of emotions that represent a very strong inner stimulus of the intellectual activity of children. In this respect, she stresses the role of the teacher both in the approach to children and in the organizational work - the children tend to remember long those activities that they liked and that gave them deep emotional impressions.

1 nursery school, 1 intellect education, 1 emotion, 0 environment, 0 knowledge; 142961, 142957

523. BAZIK, I.: Razvitiye sposobnosti k naglyadnomu prostranstvennómu modelirovaniyu. /Developing the ability of practical spatial modelling./

Doshkolnoye vospitaniye, 1984, No. 11, pp. 34-36.

One of the basic abilities formed at preschool age is the ability to solve cognitive tasks in a mediated way. When solving tasks requiring the definition and analysis of the properties of objects, the child uses generally worked out auxiliary means, symbols, practical models. The ability to use various mediated ways is formed in the course of various activities but this forming is of a spontaneous nature. The study described here was conducted with the aim of finding out the possibilities of developing the children's ability of practical spatial modelling in analyzing and devising short stories. The study was based on the presumption that the modelling of the subject-matter of the story would be an effective means of developing the ability of practical spatial modelling. The results showed that practical spatial models fixed the logical sequence of text parts, serving as clues for the oral reproduction of the heard text and for making up one's own story. Used in occupations aimed at making the children acquainted with literature, practical spatial models form the children's basis generalized ideas of the short story as a form of literary work. An analysis of short stories showed that all children from the experimental group were able to devise a short story with the respective features of the genre.

1 nursery school, 1 thinking, 1 literary education, 1 short story, 0 modelling; 142961

524. Cartes blanches en Champagne. /White maps in Champagne./
L'école maternelle française, 1983/1984, No. 4, pp. 17-32.
10 figs., 4 photographs.

The article describes the experience of several nursery school teachers that taught the children how to draw a plan of the school yard and a map of the nearest surroundings of their town. The article contains a detailed description of the method used, photographs of the surroundings and their graphic presentation by the children.

1 nursery school, 1 geography, 1 surroundings, 0 map, 0 drawing; 142961, 142963

10.3 Thinking

525. CODREANU, E.: Imaginea - element operatoriu in dezvoltarea capacitătiler intelectuale la preşcolari. /The image as an operative element in the development of preschool children's intellectual abilities./

Revista de pedagogie, 33, 1984, No. 10, pp. 36-39.

The author - a nursery school teacher - proceeds from the present-day man's need to absorb a large amount of knowledge since the earliest childhood and to develop his intellectual abilities and suggests concrete forms of activities for nursery school children.

1 preschool education, 1 intellect education, 1 image, 0 importance; 142961

526. DANY, R.: L'enfance de la logique ou la logique avant six ans. /The childhood of logic or logic before the age of six./

L'éducation enfantine, 1983/1984, No. 7, pp. 11-17.
3 photographs, 15 refs.

The problem discussed in this paper is what the results of present-day psychological studies can offer to enrich the practice of intellect education in nursery schools. The reader is made familiar with the results of the psychology of thinking, especially with the works of J. Wallon and J. Piaget. The author discusses children's egocentrism, the relation between speech and thinking and reversibility. Children's thinking can be developed through a well-devised system of activities in the nursery school.

1 nursery school, 1 speech, 1 thinking, 0 development, 1 psychology; 142961

527. GÜRTLER, H.: Wie bekommt man ein kluges Kind ? /How to get a clever child ?/

Spielen und lernen, 1984, No. 4, pp. 54-55.
1 photograph.

According to the latest psychological studies, the essence of developing the child's cognition lies in the development of his creativity, not in intellectual stimulation. The creativity of thinking is a property that can be developed primarily through means that are adequate to the child, i.e. through play and experimenting, not through systematic learning. The presumptions used as the basis for preparing teaching programmes for preschool children in the 70s have not met the expectations and their contribution to the development of the child's cognition is smaller than we think. An abundance of stimuli and information is not desirable but opportunities for activity and for the development of the child's natural curiosity are extremely beneficial for the child.

1 preschool age, 1 thinking, 0 development, 1 creativity, 1 method, 0 play, 0 experiment; 142961

528. **MAKSIMOVA, P. - VANEVA, V.:** *Vǎlshebnata prikazka - sredstvo za razvitie na vǎobrazhanieto.* /The fairytale as a means of developing the fantasy./
Preduchilishtno vǎzpitanie, 32, 1984, No. 7, pp. 30-32.

The authors made a study of changes occurring in six- to seven-year-old children under the impact of fairytales. They wanted to find a possibility of using various methods that help in the emotional perception and understanding of the fairytale and that aid the development of creative fantasy. The children were asked to tell a fairytale on the basis of twenty pictures. The children's feelings played an important role in describing the characters and developing their behaviour. Each child told the fairytale individually and the children participated with pleasure. The authors describe the study and the evaluation in detail, concluding the article by stating that fantasy is a rich psychological activity corresponding to the individual qualities of the personality, its intellect and talent. It gives a perspective to the thinking, a permanence to idea, depth to the feeling.

1 preschool age, 1 fairytale, 1 fantasy, 0 development, 0 research; 142961

529. MECHEVA, A.: Usloviya za intenzifitsirane na uchebniya protses pri zapoznavane s prirodata. /Conditions for intensifying the process of education when making the children acquainted with the nature./

Preduchilishtno văzpitanie, 32, 1984, No. 10, pp. 30-32.
1 photograph.

The principles applied in the process of education are learning through problem solving, individualization, differentiation and a comprehensive approach. The author demonstrates these principles on examples /alternative questions, incorrect pictures, puzzles/, stressing the need of independent work for the children's thinking /play/, the connection of observations with talks.

1 nursery school, 1 nature, 0 knowledge, 1 educational methods, 0 intensity; 142961

530. POURVEUR, L.: Théorie et Pratique. /Theory and practice./

L'école maternelle belge, 1983/1984, No.4, pp. 146-158.

In the author's opinion, the principle of education respecting the child's development is acknowledged in practice but it is often not followed in practice. The educational influence in the nursery school practice should be adjusted to the child's cognitive development that has three stages: a/ the concrete stage - spontaneous activity in the natural situation of everyday life; b/ the semiconcrete stage - sensorimotor reinforcement in the handling of objects; c/ the abstract stage - a symbolic expression, e.g. in a drawing, a sketch. The correct application of this knowledge in nursery school practice is shown by the author on a number of examples from various spheres of nursery school education. In conclusion, the author states that: 1/ the educational work should respect the educational viewpoints given above with respect to the different rhythm of development of every child; 2/ the aim should not be to reach the results too quickly and too easily /e.g. by the use of reflex conditioning and drilling, including mechanical memorizing/; 3/ graphic representations should be used only as a visual aid and not when the development of notions continues at an abstract level.

1 developmental psychology, 1 preschool education,
1 intellect, 0 development; 141107, 142961

10.4 Basics of mathematics

531. MOROZ, H.: Rozwijanie pojęc matematycznych u dzieci w wieku przedszkolnym. /Developing the mathematical notions of preschool children./
Warsaw, WSiP 1982.
Reviewed by: Barczyk, P.
Wychowanie w przedszkolu, 37, 1984, Nos. 4/5, pp. 304-305.

The aim of the publication is to make the parents and preschool educators acquainted with what is known about the structure of mathematical notions formed by a young child, to inform them about how these notions are formed and to make them familiar with methods that can be used. The first three parts have the nature of an introduction to the general theory of these problems, the fourth part deals with the "instruction in mathematics" in the nursery school; the last part deals with methods of practical activities.

1 nursery school, 1 mathematics, 0 imagination; 142961

10.5 Basics of reading and writing

532. TYMOCZKO-TICHONIUK, E.: O ciaglość pracy nad ksztaltowaniem umiejtności czytania. /For continuity of work in developing the reading skills./

Wychowanie w przedszkolu, 37, 1984, Nos. 11/12, pp. 659-663.
1 ref.

The ability to read is defined as "understanding of a printed text". It is broken down into a number of prerequisites /preliminary skills/ and elements. This is used as the basis for showing a great number of possibilities of combining these elements in instruction and a number of existing exercises

/reference is made to Polish primers and methodological handbooks as well as to requirements laid down in the curricula/.

1 preschool age, 1 initial reading, 0 exercise; 142959

10.6 Child and nature

533. ANDERSEN, U.: Wir erleben den Wald und die Bäume. /Experiencing the forest and the trees./

Spielen und lernen, 1984, No. 3, pp. 6-8, 10, 12.
6 photographs, 6 refs.

The author describes how she made a group of children familiar with seasonal changes in the nature, in a well-known forest. The children observed the trees and the life around them in the course of the whole year, they took part in a number of interesting activities with natural materials that they collected in the woods, they seeked sources of information about the nature surrounding them. The author does not stress the cognitive aspect of all these activities, emphasis is laid on their emotional and ethical meaning that should form the basis of a correct relation to the nature in general.

1 nursery school, 1 nature study, 1 forest, 1 emotional education; 142961

534. GEORGIEV, G.: Otrovnite rasteniya. /Poisonous plants./
Preduchilishtno văzpitanie, 32, 1984, No. 8, pp. 31-33.
8 figs., 4 refs.

The author states that there are over 700 kinds of medicinal plants growing in Bulgaria, some of them poisonous. He describes the most dangerous ones that the children may come across in the nature and pick by chance or by mistake: deadly nightshade, thorn-apple, henbane, black nightshade, woody nightshade, hemlock, monk's hood, castor-oil plant, yew, poppy, hellebore, lily-of-the-valley, yellow wormwood, laburnum, coriander, tansy. He describes their poisonous parts, their effect /sometimes also in milk or honey coming from an area where these plants grow in abundance, especially henbane, hemlock or meadow-saffron/, symptoms of poisoning and stresses the necessity of seeking a doctor immediately even in case of the slightest suspicion.

1 preschool age, 1 nature, 1 plant, 0 poison;
142961

535. Kak znakomit doshkolnikov s prirodoy. /How to make preschhol children acquainted with the nature./
2nd revised edition.
Moscow, Prosveshcheniye 1983.
Reviewed by: Kamalina, L.
Doshkolnoye vospitaniye, 1984, No. 6, p. 83.

Proceeding from the curricula of educational work for nursery schools, the publication discusses the content and methods of making the children of all age groups acquainted with the nature. Methods of making the children acquainted with the nature are divided into the following groups: visual /observation, inspection of pictures, showing of films and film strips/, practical /play, work/ and verbal /narration, reading of art literature, talks/. The publication contains descriptions of children's simple activities and instructions for planning the work in the sphere of making the children acquainted with the nature. A special chapter describes the conditions necessary for making the children acquainted with the nature, especially the equipment of the nursery school garden.

1 nursery school, 1 nature study, 1 nature, 0 knowledge, 1 instruction + method; 142961

536. NIKOLAYEVA, S. - FEDOTOVA, A.: *Formirovaniye predstavleniy o mnogoobrazii zhivotnogo mira.* /Forming ideas of the diversity of the world of animals./

Doshkolnoye vospitaniye, 1984, No. 1, pp. 52-55.

This is information about a study that was aimed at finding out the possibilities of forming generalized ideas of animals in the transfer class and the extent in which the generalization of ideas influences the intellectual activities of children. The first stage included eight occupations in which the children acquired concrete ideas of selected animals. This knowledge formed the basis for the second stage -

the forming of generalized ideas on the basis of a number of features that are common for a group of animals /e.g. birds, fishes/. Occupations of two groups of children are described here. The third stage was aimed at reinforcing the acquired knowledge of the multiformity of the world of animals and at verifying whether the children were able to define correctly characteristic features of a certain group of animals. It turned out that most children were able, on the basis of characteristic features, to master the knowledge of a general nature that formed the content of the experimental instruction. The children were able to classify the animals correctly, to denote them with a common name, to enumerate their basic features. The children learnt to analyze the observed objects, to find relations between them, to use their knowledge in other conditions. Their intellectual and verbal activity increased, they were able to compare objects, to make generalizations, to explain phenomena. The children showed interest in animals and in the nature in general.

1 nursery school, 1 intellect education, 1 thinking, 1 zoology, 0 research; 142961

537. PĂRVANOVA, P.: Obshtuvaneto s prirodata - uslovie za bogati prezhivyavaniya. /Contact with the nature as a prerequisite of rich experiences./

Preduchilishtno văzpitanie, 32, 1984, No. 4, pp. 26-27.

1 photograph.

The article deals with developing the child's relation to the nature, with a purposeful orientation of the child's attention to the world of nature by developing his curiosity, observation talent and creative activity through the riches of the nature, by giving him opportunities for expressing his knowledge of the nature in his own art activities. The author describes walks into the nature during which the children can observe plants and animals and get familiar with them; the collecting of autumn leaves and their use in art education; the reading of fiction; the preparation of a programme of poems about the spring; games.

1 nursery school, 1 nature, 0 observation, 1 art education, 1 play; 142961, 142963

538. PESHEVA, P.: Za ekologichnoto văzpitanie. /On ecological education./

Preduchilishtno văzpitanie, 32, 1984, No. 6, pp. 36-37.

The ecological culture is a component part of the overall culture of modern man. A course organized for nursery school teachers in the Ruse region was aimed at increasing the ecological education. The following tasks were laid down for nursery schools: 1/ the children's active contact with the nature for the forming of notions and mastering of the system of scientific concepts; explanation of the role of human work for the enrichment of the natural environment and the gradual involvement of children in practical activity; 3/ purposeful forming of a positive relation to the nature, based on life needs and aesthetic needs. The author presents a model two-year plan of activities.

1 nursery school, 1 continuation in-service training of teachers, 1 ecology, 0 education; 142905

539. STOYANOVA, Ts.: Formirane na polozhitelno otnoshenie kăm prirodnata sreda. /Forming a positive relation to the natural environment./

Preduchilishtno văzpitanie, 32, 1984, No. 10, pp. 33-36.
 1 photograph.

The author points out a topical problem of the ecological education of the young generation. Forms and methods of work described in the article are in keeping with the age specifics of preschoolers. The author recommends the use of fiction as literature helps the children grasp more easily many laws and relationships governing natural phenomena. Recommended forms include talks, trips, didactic and locomotive games, pictures, problem situations, fairytales.

1 nursery school, 1 ecology, 0 education, 1 educational methods; 142961

10.7 Child and the world of technology

540. BÉRANGER, L.: Un chercheur dans une classe de grands. /An explorer in the oldest preschool class./

L'éducation enfantine, 1983/1984, No. 7, pp. 3-10.
7 photographs, 2 figs.

The article describes physical experiments conducted by children under the guidance of a specialist and the teacher in the oldest nursery school class. These experiments were conducted with the aim of finding out to what extent preschool children were able to grasp some physical laws. A series of observations /also with a microscope/ followed by play and a subsequent explanation concentrated on three problems: the atom, the states of aggregation and the formation of crystals. The results showed that the method chosen gave the children a surprising amount of knowledge and enabled the teachers accurate observations in connection with children's thinking /deducing, reversibility/.

1 nursery school, 1 thinking, 1 physics, 0 experiment;
142961

541. DACHEVA, K. - SPASOV, E.: Edinstvo na fizicheskoto i trudovo-tekhnicheskoto văzpitanie. /The unity of physical education and work education./

Preduchilishtno văzpitanie, 32, 1984, No. 2, pp.16-19.

Discussing some aspects of integrating physical education and work education, the authors try to find the connection between the two spheres in the physiological and methodological respect. They suggest the use of competitive games for an effective use of the connections between them.

1 preschool education, 1 work education, 1 physical education, 0 relation, 1 competition; 142955, 142965

542. KRASZEWSKI, K.: Technika w przedszkolu. Bibliografia. /Technology in the nursery school. A bibliography./

Wychowanie w przedszkolu, 37, 1984, Nos. 11/12, pp. 663-666.

82 refs.

Literature containing methodological instructions for children's technical and constructive activities included here represents the basic publications published in Poland and a selection of papers published in periodicals in the years 1971-1984 /only Polish ones/.

1 nursery school, 1 work education, 1 technical construction, 1 bibliography; 142965

543. SZABOLCS, E.: Pre-school children's acquaintance with scientific knowledge in Hungary since 1891.

Historia Infantiae, 1984, No. 1, pp. 129-141.
25 refs.

The article analyzes changes in the conception of intellect education that have taken place in Hungarian nursery schools since the end of the 19th century. The analysis of the development of intellect education in nursery schools is based on school acts and official standards pertaining to this problem. The development of intellect education is interpreted in connection with the overall development of nursery schools and preschool education in Hungary.

1 nursery school, 1 intellect education, 0 conception, 1 preschool education, 0 development, 0 Hungary;
142961

11 AESTHETIC EDUCATION

11.1 General problems

544. BLAHOŽOVÁ, A.: Prohlubovat v dětech etické a estetické cítění. /Intensifying the children's ethical and aesthetic feeling./

Zlatý máj, 28, 1984, No. 5, pp. 259-262.
1 fig.

This is an abridged text of the paper delivered by dr. Angelika Blahožová, editor-in-chief of the Albatros publishing house, at the seminar "Writers and the present times" that was held in Dobříš in January 1984. Czech publishing houses of fiction, specialist literature, translated literature, regional and other pubslihing houses offer a sufficient quantity of titles from the basic fund of Czech and world literature for children and young people in a form developing their ethical and aesthetic feeling and stimulating their reading activity. Awards won by many published titles every year bear witness of the quality of publications for children and young people.

1 preschool age, 1 children's literature, 1 moral education, 1 aesthetic education, 1 reading, 0 development; 142963, 148171

545. Františku Holešovskému k osmdesátým narozeninám. /To František Holešovský on his 80th birthday./

Zlatý máj, 28, 1984, No. 9, pp. 548-552.
1 photograph.

Some congratulations to František Holešovský on his 80th birthday are connected with an evaluation of his work and his human qualities. The basic evaluation was written by the national artist Bohumil Říha, who was joined by the editorial staff and by Klaus Doderer from West Germany and Ella Gankina from the Soviet union representing the international fellow-workers.

1 preschool education, 1 aesthetic education, 1 Holešovský, F., 0 anniversary; 142963

546. GILABERT, H.: Culture et pédagogie. /Culture and education./

L'école maternelle française, 1983/1984, No. 7, pp. 5-9.
9 refs.

The article brings an interview of the author with Prof. Daniel Hamelin, author of many scientific publications, who works in Geneva at the present time, where he delivered a paper on childhood and culture at the 17th world congress of the OMEP /World Organization for Preschool Education/ in the year 1983. By way of introduction, Prof. Hamelin explains the three meanings of the conception of culture. Then he deals with the diversity of cultures and their mutual relations. The problems of culture are projected also to the sphere of education, concerning both the education of children and the training of teachers. Discussing his latest book"Educational goals in initial and further education", Professor Hamelin explains, e.g., why teachers are more interested in practical advice than in educational theory and what function school has at the present time.

1 culture, 0 typology, 1 educational science, 0 relation, 1 school, 0 function, 1 childhood; 148153, 142963

547. HERMAN-BREDEL, J.: Enfance et art, aujourd´hui. /Childhood and art at the present time./

L´éducation enfantine, 1983/1984, No. 9, pp. 5-14. 4 photographs.

The article sums up the results of the 57th congress of the AGIEM discussing the topic "Childhood and art at the present time". The concept of art is understood in a broad sense of the word as creativity. Education through art comprises plastic arts /drawing, painting, modelling, work with natural materials/, literature /fairytales, poetry/, audiovisual aids and special circles and the art of living /adjustment of the environment/. The individual spheres of aesthetic educational influence are analyzed to varying depths. Problems that require further deliberation can be divided into two spheres: 1/ What is the position of art in the culture of today's life ? 2/ The relation of art, childhood and school at the present time and the position that the nursery school teacher has in this relation.

1 preschool age, 1 art education, 1 literary education, Ø science + gathering; 142963

548. MACHKOVÁ, E.: Pedagogická poéma 1983. /An educational poem 1983./

Československý loutkář, 34, 1984, No. 2, p. 29.

This is an analysis and evaluation of the 16th annual national competition of teacher training schools in artistic recital of prose and poetry that was held in Znojmo in November 1983.

1 teacher training school, 1 competition, 1 artistic recital, Ø Czechoslovakia; 143763

549. MIŠURCOVÁ, V.: Hra jako prostředek estetické výchovy v různých kulturách. /The play as a means of aesthetic education in various cultures./

Estetická výchova, 24, 1983/1984, No. 9, pp. 279-280.

1 ref.

World culture contains a number of plays that show differences and also markedly identical features irrespective of the fact that they come from various parts of the world and from different cultures. Concentrating on types of play that bear conspicuous features of national culture and open the door to the world of art for children, the paper outlines some theoretical starting points and results of the author's approach, indicating problems for further study. The published material is the Czech version of the paper "Les jeux éducatifs dans le pluralisme culturel" prepared for the 17th world congress of the OMEP /World Organization for Preschool Education/ held in Geneva in August 1983 to discuss the subject "The child and culture".

1 preschool age, 1 play, 1 culture, 0 world, 0 science + gathering; 142951

550. NOVOTNÁ, J.: Šesté sympózium OMEP. /The 6th symposium of the OMEP./

Predškolská výchova, 38, 1983/1984, No. 12, p. 28.

The 6th symposium of the OMEP /World Organization for Preschool Education/ that was held in Brno in January 1984 dealt with the topic "Child and aesthetic education". The following papers were delivered: The role of aesthetic education in the all-round development of the personality /Dr. V. Jůva/, Aesthetic aspects in preschool education and their contribution to the individual's overall socialization /Dr. L. Mojžíšek/, The connection between physical education and aesthetic education /Dr. J. Berdychová/, The role of aesthetic activities in the shaping of family atmosphere /Dr. L. Bělinová/, The identification and analysis of some effects of family environment in connection with the undergraduate's personality /Dr. S. Střelec/, The bearing of cultures and aesthetic education /Dr. V. Mišurcová/, The effect of the individual forms of literature, primarily children's literature, on the activation of thinking on the cultivation of language and on the enrichment of the child's fantasy and creativity /Dr. E. Zigová/. Two other papers delivered here were the results of students' research work and dealt with the relation between the age of the children and their musical abilities and talent and the possibilities of its developing in the nursery school and with the possibility of the use of puppet theatre as a means of education with a universal effect.

1 preschool age, 1 aesthetic education, 0 science + gathering, 0 Czechoslovakia; 142963

551. PANKRATOVA, L.: N. K. Krupskaya ob esteticheskom vospitanii. /N. K. Krupskaya on aesthetic education./ Doshkolnoye vospitaniye, 1984, No. 2, pp. 7-9.

Krupskay understands aesthetic education in the whole system: nursery school, secondary school, adult education. The development of aesthetic feelings, the forming of an aesthetic perception of objects and phenomena are important tasks of aesthetic education. This is the basis for the gradual development of aesthetic notions and evaluations, artistic taste is formed and creative abilities develop. Aesthetic education is closely connected with the moral, physical and work education. This contributes to a deeper emotional and creative perception, to the understanding of knowledge, it widens the horizons. Aesthetic education is the basis of the psychological preparation for work activities, it helps to understand the beauty of work, its necessity. Literature, theatre, film, plastic arts and music play a significant role in the system of aesthetic education. Every kind of art has its specifics, its own language that must be mastered. The children must be equipped with the necessary knowledge, skills and habits enabling them to perceive the art and the beauty of the surrounding world.

1 preschool age, 1 aesthetic education, 0 Krupskaya, N. K.; 142963

552. TROJANOWSKA, A.: *Dziecko i plastyka.* /The child and art./

Warsaw, Wydawnictwa szkolne i pedagogiczne 1983.
Reviewed by: Samoraj, M.
Wychowanie w przedszkolu, *37*, 1984, Nos. 4/5, pp. 300-303.

The publication is linked with another book by the same author, "Dziecko i twórzość" /The child and creativity/. A specialist in problems of education through art /she translated Read's book dealing with this topic into Polish/, the author of a number of studies published in specialist magazines, she presents here a synthesis of her studies. The first part of the book /Child/ deals with the ontology of the child's artistic development, especially on the basis of an analysis of his drawing, the second part /Art/ shows the agreement in the ontogenesis and the phylogenesis of the child's artistic development.

1 preschool age, 1 art education, 1 age specifics, 0 publication; 142963

11.2 Music education

553. DZERZHINSKAYA, I.: Planirovaniye muzykalnykh zanyatiy. /Planning the music occupations./

Doshkolnoye vospitaniye, 1984, No. 1, pp. 81-89. Cont.

The content of music education in the group of younger children for the third quarter of the year is discussed here. The children get acquainted with songs that enlarge their image of the surrounding world. The teacher draws their attention to tones of contrasting pitch and to their different timbre when they are played on different musical instruments. The rudiments of the feeling for rhythm are formed not only in the course of walking but also in running. The children play various topic-oriented games connected with dance movements. The perception of music is activated if the children accompany the music with movements characteristic for the content of the song or composition. Musical toys or children's musical instruments are suitable for developing the musical sensory abilities. The children get acquainted with songs of various types /cradle-song, march/. All music activities should bring children delight. The article brings plans for 14 music occupations for the third quarter of the year.

1 nursery school, 1 music education, 0 planning;
142963

554. DZERZHINSKAYA, I.: Planirovaniye muzykalnykh zanyatiy. /Planning the music occupations./

Doshkolnoye vospitaniye, 1984, No. 2, pp. 76-84. Cont. 1.

The long-term prospective plan is worked out only once. In the following years, the teacher adjusts it with respect to the results reached so far. Plans of music occupations for the first and second younger groups of children presented here should be adjusted by the teacher to the local conditions and to the children's level. One plan is used for two occupations in the first quarter because children of this age need frequent repetition.

1 nursery school, 1 music education, 0 planning;
142963

555. DZERZHINSKAYA, I.: *Planirovaniye muzykalnykh zanyatiy.* /Planning the music occupations./

Doshkolnoye vospitaniye, 1984, No. 3, pp. 71-75.
Cont. 2.

Plans of music occupations given here are designed for the first and second group of younger children for the third quarter.

1 nursery school, 1 music education, 0 planning;
142963

556. DZERZHINSKAYA, I.: *Planirovaniye muzykalnykh zanyatiy.* /Planning the music occupations./

Doshkolnoye vospitaniye, 1984, No. 4, pp. 75-82.
Final part.

This is the final part of plans of music occupations for the first and second younger groups of children for the third quarter.

1 nursery school, 1 music education, 0 planning;
142963

557. GROSSE-JÄGER, H.: Freude an Musik gewinnen. /Getting pleasure from music./

Freiburg im Breisgau, Verlag Herder 1983.
Reviewed in: Der Schweizerische Kindergarten, 74, 1984, No.5, p. 35.

The author describes various forms of music education in the nursery school. These include singing, the use of musical instruments, music accompanied by movement, the listening to music.

1 nursery school, 1 music education, 1 singing, 1 musical instrument, 1 listening to music, 1 locomotive education, Ø publication: 142963

558. GYSELINGS, Ch.: Tout se joue en musique ! /Everything is accompanied by music./

L'enfant, 1984, Nos. 3/4, pp. 62-66.
1 photograph, 5 refs.

The first part of this informative article contains a characterization of the child's musical development that begins by play with sounds and by "musical" games in the first year of life. This is followed by four other stages. The second part of the article informs about the main methods of music education devised by Orff, Kodaly, Dalcroz, Martenot and Suzuki. In conclusion, the author characterizes the present-day state of music education at schools of all levels in Belgium.

1 nursery school, 1 music education, 1 systems + music education, Ø Belgium: 142963

559. HOERBURGER, Ch.: "Singen-Tanzen-Tönen-Mimen".
/"Singing-dancing-sound-pantomime"./

Reviewed in: Der Schweizerische Kindergarten, 74,
1984, No. 12, pp. 25-26.

This is a handbook for nursery school teachers. The theoretical introduction explains the position of music education geared towards play. A song, a dance tune, the playing of a musical instrument, a short story, a music composition are the starting points and the contents of children's music occupations. The practical part contains 26 examples. The author uses 16 well-known songs to demonstrate the possibilities these songs offer for listening, for creating a certain mood, for singing, movement, dancing, instrumental accompaniment, speech and notation.

1 nursery school, 1 music education, 1 song, 0 collection, 1 locomotive education; 142963

560. HRČEK, R.: Zahrajme si na operu. /Let us play an opera./

Predškolská výchova, 38, 1983/1984, No. 10, pp. 4-7.
6 refs.

With respect to musical improvisation included in the Programme of educational work for nursery schools, the author tried to enrich the music occupations by an impromptu staging of several operas. /A children's opera or a singspiel is a scenic musical composition designed for children and sometimes also played by children./ He prepared three fairytales /Hut, Awl and Budulínek/ with the fourth-year students of the teacher training school in Krnov. At first the students were briefed on the use of melodic models, recital, use of musical instruments. Impromptu music accompanying the movements of the animals was trained alongside with the songs. The article contains several examples of tunes introducing the individual animals, texts put in verse and tunes used in the fairytale "Budulínek". The students used the prepared operas and singspiels in the course of their teaching practice for children's programmes and matinée performances before Christmas. This kind of stage work could be used in the work with older pre-schoolers.

1 teacher training school, 1 nursery school, 1 music education, 1 opera, 0 child, 1 dramatization, 0 example; 143763, 142963

561. HVALIĆ-KRETSCHI, A.: Flötenspiel im Kindergarten.
/Flute-playing in the nursery school./

Der Schweizerische Kindergarten, 74, 1984, No. 10, pp. 5-7.
2 refs.

The author combined flute-playing with training the mobility of the tongue used in speech therapy. A six-tone flute proved suitable. The author used play methods. At first, each child played his name, names of animals and the like with a single tone, using short and long tones. They used the flute for plays and dramatizations. Staff notation was found suitable as preparation for school. Those wishing so could play at sight. The writing of scores was a favourite pastime of the children. The parents showed great interest in the play. The children were allowed to take the flutes home overnight if they wished so. The article contains some notations.

1 nursery school, 1 music education, 1 musical instrument, 0 flute; 142963

562. KOPINOVÁ, L.: Nad programom hudobnej výchovy na materských školách. /Over the programme of music education for nursery schools./

Estetická výchova, 24, 1983/1984, No. 8, pp. 235-237. 1 table.

Discussing music education and its place in the new conception of preschool education, the author gives a characterization of music occupations in the nursery school and goes on to discuss the programme of educational work in music education and the teacher's role in its implementation, the educational work in music education with respect to the subject matter and the concrete contents.

1 nursery school, 1 content + music education, 1 music activities, 0 Czechoslovakia; 142963

563. LIFITS, I.: Aktivizatsiya muzykalnogo vosprivyatiya u uchashchikhsya. /Activating the students' perception of music./

Doshkolnoye vospitaniye, 1984, No. 12, pp. 53-57.

Eurhythmics, one of the subjects of the music cycle, gives additional possibilities for developing the emotional receptiveness towards music and for activating the music perception. The lessons of eurhythmics are accompanied by various kinds of music and this helps to enlarge the students' music horizons, to form their taste, to stimulate their imagination and fantasy. At the present time, it is a topical task to increase the effectiveness of eurhythmic lessons, to form a connection between eurhythmics and other music branches and to strengthen the professional and practical bearings of the subject. Proceeding from the curriculum, the instruction is geared towards the mastering of musical-rhythmical elements and towards developing the habit of expressive movements. Eurhythmic lessons contain material for adults, for children and single creative tasks. The children's repertory is used later by the students in their teaching practice and creative tasks evoke their interest in creative search. All this strengthens the professional bearings of the subject.

1 nursery school, 1 teacher training, 1 music education, 1 eurhythmics, 1 locomotive education + music, 0 Soviet Union; 142905, 148361

564. LIFITS, I.: Zadachi kursa ritmiki. /The tasks of eurhythmic lessons./

Doshkolnoye vospitaniye, 1984, No. 11, pp. 67-76.

This is information about changes in the curriculum for eurhythmics in the specialization in music education for music teachers working in preschool facilities. The students learn choreography together with eurhythmics. These are two separate subjects, each of them with its own specific features. The Soviet system of eurhythmic education is based on the general perception of music. The movement gives an opportunity for revealing music image more fully, for showing them in certain development. The leading role of music is stressed in all eurhythmic exercises. The new curriculum contains the eurhythmic habits in three sections: The nature of the music, tempo and dynamic shades; The form of the music; Rhythm, its expressive importance and its reflection in movement. The structure of eurhythmic lessons changes, it is getting nearer to the typical structure of nursery school occupations. Exercises for improving the locomotive skills are recommended for the first part of the lesson, the second part of the lesson is spent analyzing the forms of music, training rhythmic études while applying the acquired knowledge and habits; it is recommended to make the students acquainted with the repertory suitable for children in the third part of the lesson. The article is supplemented with musical scores and a description of rhythmic exercises.

1 nursery school, 1 teacher training, 1 music education, 1 rhythmic element, 1 choreography, 1 curriculum, Soviet Union; 143763

565. **NOTHDORF, E.:** Singen und Spielen für Kinder. /Singing and playing for children./

Wolfenbüttel, Georg Kallmeyer Verlag 1984.
Reviewed in: Der Schweizerische Kindergarten, 74,
1984, No. 12, p. 26.

The set contains a song-book for children, a cassette with recordings of the songs from the song-book, a teacher's handbook, 66 teaching plans for the individual lessons, an envelope with working sheets. The set is designed for the music education of pre-school children. It represents work for two years, with one lesson a week.

1 nursery school, 1 music education, 1 song-book, 0 Switzerland; 142963

566. **ORLOVA, T.:** Muzykalno-didakticheskiye igry v razvitii detey. /Didactic musical games in the children's development./

Doshkolnoye vospitaniye, 1984, No. 9, pp. 77-82.

Didactic musical games contribute to the development of the ability to listen to music, to distinguish the pitch, timbre, volume and length of tones, they contribute to an all-round development of hearing, which enables the children independent musical activities. Various tasks that the children must cope with call for intellectual as well as volitive effort, for perseverance, adherence to the rules, subordination of one's own interests to those of the group.

Didactic musical games represent one of the means of instruction in music occupations. The games should be organized in a way influencing the children's emotions and corresponding to their interests. Detailed descriptions of a number of these games are given in the article.

1 nursery school, 1 music education, 1 didactic game; 142963

567. POPOKHRISTEVA, S.: Muzikalnoto văzpitanie v semeystvoto. /Music education in the family./ Preduchilishtno văzpitanie, 32, 1984, No. 11, pp. 37-39.

One of the conditions for the child's music education is the musical taste of the family. The author describes a survey that found out that pop music was preferred by 68 p.c. of town families and by 33 p.c. of rural families/, folk music was favourite in 18 p.c. of town families /and in 62 p.c. of rural families/, 6 p.c. of town families listened to classical music /not a single p.c. of rural families/; 63 p.c. of town families and 83 p.c. of rural families did not buy any gramophone records for their children. Singing seemed to be a favourite pastime of children in 63 p.c. of families but 43 p.c. of town families sang only on certain occasions, 56 p.c. of parents did not know whether their child would like to play any musical instrument etc. The results of the survey show that there is little singing in families, that children listen only to pop music, that there are no musical instruments and no musical toys in the families, that the parents do not buy gramophone records with children's music for their children, that they do not go to concerts with them, that they rarely listen to radio and TV music broadcasts for children.

1 preschool education, 1 music education, 1 family, 0 research; 142963

568. POPOV, N.: S chego nachinayetsya pesnya ? /How does a song begin ?/

Doshkolnoye vospitaniye, 1984, No. 10, pp. 83-87.

Every song should be preceded by preliminary exercise for warming up, irrespective of the fact whether it is a new song or a familiar one. This preliminary exercise improves the activity of the vocal organs, it extends the voice compass. The tone D_1 is recommended for use at the beginning of this exercise as it helps to achieve clear intonation and correct elocution. The tone C_1 is not "familiar" for preschool children, it sounds strange, forced and inexpressive and therefore it is not desirable to start with it. If it is necessary to extend the compass of the voice, it is suitable to start with G_1 as this makes it possible to reach the tone D_2 that is the highest limit. The author presents a number of examples and scores.

1 nursery school, 1 music education, 1 singing, 0 exercise; 142963

569. REINHARDT, F.: Spiele mit Klängen. /Play with sounds./
München, Don Bosco Verlag 1983.
Reviewed in: Der Schweizerische Kindergarten, 74, 1984, No. 1, p. 26.

Play with sounds is based on the child's basic need of free rhyming, experimenting, combining and playing. Children can play in a creative way with instruments made of scrap material, with their own bodies without getting to know the technical barriers encountered when playing the classical instruments.

1 preschool age, 1 music education, 1 play, 0 sound; 142963

570. VLKOVÁ, E.: Zkušenosti s hudební výchovou. /The experience with music education./
Predškolská výchova, 38, 1983/1984, No. 8, pp. 8-10.

The goals and tasks of music education laid down in the programme of educational work for crèches and nursery schools are adequate to the age but they can be mastered and fulfilled only under the teacher's correct methodological guidance. When fulfilling the requirements laid down in the curriculum, the teacher should proceed from the natural prerequisites.

The level of children's musicality varies, the prevailing level being low as singing is very rare in families. The musicality of children is developed mainly in the nursery school. The educational structure of the occupations is formed by the task, the motivation /music, a picture, a doll, a puppet/, revision, systematic reinforcement of the knowledge and skills and an optimistic conclusion. By the end of the school year the teachers discuss results reached in their respective groups by individual children. The results form the basis for work in the following school year.

1 crèche, 1 nursery school, 1 music education, 1 instruction + method; 142963

571. ZEZULA, J.: Teorie a praxe v hudební výchově. /Theory and practice in music education./

Predškolská výchova, 38, 1983/1984, No.5, pp. 10-15. Cont.

4 tables, figs.

The paper explains the basic problems of the theory of music and their application to the educational work with preschool children. These are: sound space, properties of tones, the system of tones, the rhythm, scales, the key, transposition.

1 preschool age, 1 music education, 1 conception, 0 basic; 142963

572. ZEZULA, J.: Teorie a praxe v hudební výchově. /Theory and practice in music education./ Final part.

Předškolská výchova, 38, 1983/1984, No. 6, pp. 16-21.

This is continued explanation of the basic conceptions in the theory of music: minor scales, pentatonic scales, intervals, chords. The explication is supplemented with examples of scores and songs.

1 preschool age, 1 music education, 1 conception, 0 basic; 142963

11.2.1 Developing musicality

573. ABBADIE, M. - GILLIE, A. M.: L'enfant dans l'univers sonore. /The child in the world of sounds./

Paris, A. Colin-Bourrelier /1984/.
Reviewed in: L'école maternelle française, 1984, No. 5, p. 31.

The publication deals with the rudiments of music education of the youngest children. It contains very simple music materials to accompany fairytales and poems.

1 preschool age, 1 music education, 1 fairytale, 1 poem; 142963

497

574. KREUSCH-JAKOB, D.: Klänge aus der Küche. /Sounds from the kitchen./

Spielen und lernen, 1984, No. 5, pp. 41-42.
2 photographs.

The author points out that the relation to music can be developed since the earliest childhood even in quite ordinary everyday situations. Reminding of the former custom of singing at work, she gives examples of songs that are suitable for work in the kitchen. She also shows how the kitchen environment, dishes and utensils can be used as improvised musical instruments and play props /strainers, egg-whisks, a vegetable theatre/.

1 preschool age, 1 music education, 1 music, 0 relation, 1 household work; 142963

575. TARASOVA, K.: Muzykalnyie sposobnosti i diagnostika v doshkolnom detstve. /Musical abilities and their diagnosing in early childhood./

Doshkolnoye vospitaniye, 1984, No. 11, pp. 27-33.

This is information about a study that was aimed at assessing the musicality of preschool children and tried to outline some directions of the forming of its main components. The study was conducted in a Moscow nursery school in the years 1976 - 1981 and it covered 198 children /two experimental groups and two control ones/. The study started with four-year-old children. The complex of general musical abilities and the creative component of musical thinking were developed purposefully in music occupations. The second part of the investigation was formed by individual diagnostic occupations with the aim of specifying the individual children's musical abilities, such as: 1/ emotional response to music; 2/ cognitive musical sensory abilities /melodic and dynamic components of the musical ear, a feeling for the timbre of the sound, for rhythm/, intellectual abilities /the reproduction component of musical thinking/; 3/ musical memory and the productive component of musical thinking. There were 8 occupations for each child, each of them being designed for diagnosing one of the musical abilities mentioned above. Diagnostic occupations made frequent use of play and short tests in the form of play. These occupations were included at the beginning of the study and then always by the end of the school year, an occupation a day with each child. A detailed description is given of the content, course and partial results of all eight diagnostic occupations. An analysis of the results shows that only the simplest components of musical abilities are formed in the youngest children /emotional response to music, dynamic hearing, distinguishing of the timbre, a feeling for the rhythm connected with the tempo, recognition of the tune/. More complicated musical abilities /the hearing of the tone pitch, musical memory as an ability of performing actively the melodic and rhythmic structures/ develop in the children later on. The complex of musicality as a system develops unevenly in the course of musical activities in a complex mutual interplay of its components.

1 nursery school, 1 music education, 1 ability, 1 age specifics, Ø research, Ø Soviet Union; 142963

576. WIEMAN, M.: Ksztalcenie poczucia rytmu w przeszkolach francuskich. Rozważania na temat książki Germaine Compagnon: Education du sens rythmique. /Developing the feeling for rhythm in French nursery schools. Reflections on Germaine Compagnon's book "Educating the sense of rhythm"./

Wychowanie w przedszkolu, 37, 1984, No. 9, pp. 531-540.
7 photographs, 1 ref.

Designed for nursery school teachers, this handbook contains the scores and the methodological material for twelve occupations. The method used was developed by the composer and educator Jaques-Dalcroze. Rhythm is taught through gymnastic exercise with music, with gradual distinguishing of the tempo, note value, time. The introductory part of the article contains a general characterization of the book. This is followed by long sections reprinted from the publication, with examples of the individual exercises and instructions /including photographs and scores/.

1 preschool age, 1 music education, 1 rhythmic element, Ø France; 142963

11.2.2 Musical activities

577. **ANKOVA, J.:** Săshtnost i znachenie na muzikalno-ritmichnite dvizheniya. /The substance and importance of eurhythmic movements./

Preduchilishtno văzpitanie, 32, 1984, No. 6, pp. 38-39.

The eurhythmic activity is a complex of two basic groups of activity - the perception of music and its expression through movements. The author describes an experiment aimed at developing the children's independence manifested in the perception of music and in the active pursuit of singing, dancing and creative activities. The results showed that the children were able to listen to unknown music and express its mood through corresponding movements, that they were able to use various movements for expressing the form of an unknown work - two-, three- or four-part work. The children acquired a very valuable trait - they were able to give their attention to music, movement, the partner and the space at the same time. Eurhythmic activities help to solve some educational problems and develop the inventiveness, initiative, activity, intellectual qualities and character traits.

1 preschool age, 1 music education, 1 music + locomotive education, 1 rhythm, 0 research; 142963

578. BOZHANOVA, R.: Samostoyatelnata muzikalna deynost. /Independent music production./

Preduchilishtno vǎzpitanie, 32, 1984,No. 8, pp. 34-35.

The author describes systematic work in the development of musical culture and music production on the basis of independent activity, describing also the basic means that can be used for reaching the unity of music perception and independent music production /selection of works, practical aids, methods,sequences/. Stress is laid on the importance of singing and playing some musical instrument. The article is supplemented with scores.

1 preschool education, 1 music education, 1 independent work, 0 production; 142963

579. DENIS, J. - FRANÇOIS, S.: Chansons pour jouer. /Songs for games./

Paris, A. Colin -Bourrelier /1984/.
Reviewed in: L´école maternelle française, 1983/1984,
No. 5, p. 31.

This is a collection of 46 songs for children aged 5 to 10. These songs can accompany children´s games, especially ring games.

1 preschool age, 1 song, 0 collection, 1 play, 0 France; 142963

580. KREUSCH-JAKOB, D.: Kannst du tanzen, Johanna ....?
/Can you dance, Joan ,,,,?/

Spielen und lernen, 1984, No. 10, pp. 40-42.
3 photographs.

Besides tips for motivating the child to express his feelings when listening to music with the use of props - a headscarf, a veil, a piece of cloth, a baloon, concentration and relaxation exercises are described.

1 nursery school, 1 music education, 1 dance;
142963

581. VEKILOVA, P.: Izpolzuvaneto na ekzersis pri muzikalno-ritmicheskite dvizheniya. /The use of preliminary exercise for eurhythmics./

Preduchilishtno vǎzpitanie, 32, 1984, No. 8, pp. 28-30.

The author describes an experiment done with the aim of specifying preparatory exercise that would form the basis for eurhythmic exercise, contributing simultaneously to the children's music perception, to the perfecting of their movements and to the development of their ability to express creatively a musical rhythmic image. The tasks of the experiment, its individual stages and criteria are described. The results confirmed the real possibility of developing the eurhythmic movements by preparatory exercise done in the individual age groups. The author brings examples of this exercise for the individual nursery school groups.

1 preschool education, 1 music + locomotive education, 1 rhythmic element, 0 exercise, 142963

11.2.3 Receptive music education

582. TINTEROVA, V.: *Baletăt v igrite-dramatizatsii za esteticheskoto văzpitanie.* /Ballet in dramatizations and aesthetic education./

Preduchilishtno văzpitanie, *32*, 1984, No. 11, pp. 29-31.
1 photograph.

The author describes research work done with five- to six-year-old nursery school children and concerned with ballet. She mentions the choice and role of music, a ballet performance the children went to see in the Sofia opera, performances prepared by children attending ballet schools, the children's own dramatization in ballet, the effect of music and ballet on the children's aesthetic feeling. The results made themselves felt in the children's improved speech, in their making up stories with a logical sequence; in the skills developed through the making of props; in physical education, in improved culture of movements, in deftness; in music education, in their better concentration on listening and interpretation.

1 nursery school, 1 ballet, 1 music education, 1 speech, 0 development; 142963

11.3 Art education

583. EID, K. - LANGER, M. - RUPRECHT, H.: Kinderkunst. /Children's art./

München, Don Bosco Verlag 1983.
Reviewed in: Der Schweizerische Kindergarten, 74, 1984, No. 5, pp. 35-36.

The main topic is the aesthetic quality of children's drawings and its relation to the present-day plastic arts created by adults. Confronting children's drawings with paintings by outstanding artists of our century, the authors show how these artists were inspired by children's drawings. The following chapters describe the development of children's drawings and a suppression of children's creativity that often begins already in the nursery school and continues at school.

1 nursery school, 1 art education, 1 drawing, 0 level, 1 creativity; 142963

584. GRUBA, G.: Rabota s derevom v detskom sadu. /The work with wood in the nursery school./

Doshkolnoye vospitaniye, 1984, No. 8, pp. 15-20.

All possibilities of the work with wood can be made full use of only when the children have learnt how to use correctly the tools - the hammer, the tongs and the saw. A detailed description is given of the method of teaching the children how to handle the hammer and the saw. Further, the children must be taught to denote the construction material correctly - a plate, a prism, a border. Work with wood develops not only the children's technical skills but also important elements of constructive thinking the ability to analyze a task, to plan work. At first it is possible to teach the children to make things and toys according to a model made previously by the teacher. The children analyse the model, specify the parts it consists of and determine the sequence of operations. A more difficult task is the making of things according to a photograph, showing again an object made by the teacher, and, finally, the making of toys according to the children's own ideas. In this work, the children make use of everything they have learnt, they show their creativity. Such gradation of tasks and requirements increases the children's interest in work with wood, their work skills improve, their constructive thinking develops.

1 nursery school, 1 work education, 1 wood; 142965

585. HAVLÍKOVÁ, R.: Kresba dětí v jeslích. /Crèche children's drawings./

Predškolská výchova, 38, 1983/1984, No. 11, pp. 15-16. 3 figs.

These are the results of research work conducted by a grammar school student in a crèche taking care of 38 children. Data concerning the children's age, the length of their crèche attendance, the parents' age and education were taken from records of each child's neuromental development and compared with the children's drawings. Children attending the crèche had better results in comparison with children of the same age that did not attend the crèche. Children that used to draw at home before they started attending the crèche showed well-developed fine motor movements, their lines were smooth. The drawing and its quality mostly corresponded to the respective child's overall neuromental development. Some children reached the stage of sign drawing comparatively early, at the age of thirty-one or thirty-two months.

1 preschool age, 1 level, 1 crèche, 1 art education, 0 comparison; 142963

586. KHALEZOVA, N. B.: Narodnaya plastika i dekorativnaya lepka v detskom sadu. /Folk sculpture and decorative modelling in the nursery school./

Moscow, Prosveshcheniye, 1984.
Reviewed in: Kompantseva, L.: Narodnoye tvorchestvo -
v detskiy sad.
Doshkolnoye vospitaniye, 1984, No. 9,
pp. 76-77.

The first part of the publication deals with applied folk art and its place in the nursery school, giving a survey of various folk art products and their characterization. The second part describes methods

for making the children acquainted with various folk art objects and the method used for modelling.
A description is given of the system of work and continuity in the individual age groups. Recommendations are given on how to connect the decorative modelling with other forms of educational work. The final part deals with the children's independent activities, pointing out that it is not possible to limit the familiarization with folk art objects to the occupations only, that it is necessary to provide sufficient scope for children's fantasy and to teach the children to play with folk toys.

1 nursery school, 1 art education, 1 sculpture, 0 folk, 1 decorative work, 0 modelling; 142963

587. LAZAR, T.: Razvitiye poznavatelnoy i tvorcheskoy aktivnosti u doshkolnikov na zanyatiyakh po risovaniyu. /The developing of preschool children's cognitive and creative activity in art occupations./

Doshkolnoye vospitaniye, 1984, No. 10, pp. 21-26.

Art occupations enable the child to get to know the beauty of shape, the harmony of colours, some laws of composition, the child learns how to use the pencil and the brush. This process can contribute to the development of children's creativity if their cognitive activity is developed, i.e. if the teacher develops and shapes the child's permanent interest in the respective object, the ability to utilize actively the acquired knowledge in practice. One of the important conditions for forming the child's interest in the object that he has to draw or paint is purposeful preparation before or during art occupations. This means the observation of objects, natural and social phenomena, the reading of fairy-tales, short stories, poems, talks about what has been read, the examination of pictures, illustrations, photographs, applied folk art products, the watching of films, film strips, TV programmes, puppet theatre performances, the listening to music, a thorough observation of the object. The child can draw or paint a certain object if he is familiar with its typical features. This preparation need not be carried out separately, it can be combined with other spheres of educational work. For instance, the children observe some natural phenomenon during a walk and then they are asked to draw a picture of it. The author gives examples of various kinds of preparation.

1 nursery school, 1 art education, 1 activity, 1 creativity; 142963

588. PANTELEYEVA, L.: O khudozhestvennom trude doshkolnika. /The preschool child's art activities./

Doshkolnoye vospitaniye, 1984, No.9, pp. 10-14.

The curriculum of educational work characterizes artistic work as an activity based on the interest in work with various materials. The children work in groups in their free time. The results of this work are small applied art objects, if the child uses the aesthetic properties of the material as well as the ideas, skills and practical experience gained in the course of work activities carried out in the nursery school when making them. The organization of this kind of work should follow two tasks: the children should be taught to define and realise an intention, to plan the final result of their work and to form a clear image of the object and its function; further, they should master the technique of work with the material and the tools. The author describes methods used for guiding the children's artistic work and the sequence of such work.

1 nursery school, 1 art education; 142963

589. SAKULINA, N. P. - KOMAROVA, T.S.: Izobrazitelnaya deyatelnost v detskom sadu. /Art activities in the nursery school./

Moscow, Prosveshcheniye 1982.
Reviewed in: Chernik, T.: Uchitel tvorchestvu.
Doshkolnoye vospitaniye, 1984, No. 1,
p. 96.

The publication deals with problems of teaching the children to perceive the surrounding world, of teaching them to express their impressions through art activities, of developing in the children the necessary technical skills and of teaching them to use the necessary means of expression, of developing their independence and an effort to finish what they have started. The authors give instructions for the organization of art occupations and present some plans of occupations using the individual methods and techniques. In conclusion, they give some more instructions for planning occupations in all kinds of art activities.

1 nursery school, 1 art education, 1 instruction + method; 142963

590. SERGEYEVA, D. - KUPTSOVA, Ye.: Konstruirovaniye i ruchnoy trud. /Construction and handiwork./

Doshkolnoye vospitaniye, 1984, No. 6, pp. 28-30.
1 table.

Handiwork is contained in the curriculum of educational work for nursery schools as an independent kind of activity. The work should be organized in such a way that the skills and habits acquired in the course of construction activities are used later for making various objects, gifts and the like. These two kinds of activity should complement each other. The attached plan for a period of five months shows how to develop the children's knowledge of the properties of materials, of the ways of working with them, the ability to analyze a model. The teacher should explain to the children why it is necessary to know all this and she should evoke in them a wish to work even outside the organized occupations. She should point out the possibilities of using the acquired knowledge and skills to the children. The children will thus learn from their own experience that success in work depends on the mastering of knowledge and skills. The plan for each month contains the content of the occupations, the task laid down in the curriculum, the content of work activities and the practical use of the product.

1 nursery school, 1 work education, 1 handiwork;
142965

591. ZANKOV, O.: *Individualizatsiyata i diferentsiatsiyata - sredstvo za razvitie na izobrazitelnite sposobnosti.* /Individualization and differentiation as means of developing the art abilities./

Preduchilishtno vǎzpitanie, 32, 1984, No. 3, pp. 22-27.
10 figs.

The author shows how it is possible to support the development of preschool children's creative abilities through individualization and differentiation of the art activities. He suggests the use of various variants of solving topic-oriented creative tasks so as to activate the children's creative imagination. He recommends leaving them the possibility of a choice within the framework of the topic /colour, pattern, form, colour distribution, pattern combination/. He recommends that at least two variants of models should always be shown, giving a complex of concrete examples.

1 nursery school, 1 art education, 1 creativity, 0 development; 142963

2. ZANKOV, O.: Integratsionni vrăzki mezhdu izobrazitelnata i konstruktivno-tekhnicheskata deynost. /Integrative relations between art activities and constructional technical activities./

Preduchilishtno văspitanie, 32, 1984, No. 5, pp. 9-13.
6 figs.

The object of analysis are the integrative - horizontal /in group one/ as well as vertical /in groups one to three/ - relations between the two parts of instruction. The author gives concrete methodological advice with respect to the age of children in the individual groups /e.g., he recommends constructional technical activities prior to the art activities, if the topics, materials and techniques are the same/, enumerating topics with existing integrative relations. The problems are illustrated by graphic charts showing the progress of the integration process. He points out to the teachers that topic-oriented tasks of each kind of activity are all connected in a system. The teacher must keep increasing his methodological and special training so as to be able to give the children competent guidance.

1 nursery school, 1 work education, 1 art education, 0 integration; 142963, 142965

11.3.1 Artistic expression

593. **BOESCH, J.:** Du gribouillage au dessin figuratif.
/From scribble to figurative drawing./
Paris, F. Nathan /1984/.
Reviewed in: L'école maternelle belge, 1983/1984, No. 4, p. 193.

The book deals with the development of children's graphic expression between the second and the sixth year of age. The scribble stage is the first stage of children's drawing, given by the child's motor and sensorimotor development. The adult should respect these age-conditioned children's creations and support them.

1 preschool education, 1 age 2 - 6, 1 art education, 1 age specifics; 142963

594. **GALAYDA, S.:** Rol izobrazitelnoy deyatelnosti v vospitanii u doshkolnikov interesa k trudu vzroslykh.
/The role of art activities in developing the preschool children's interest in the work of adults./
Doshkolnoye vospitaniye, 1984, No.5, pp.13-17.
3 tables.

Older preschool age is a favourable period for forming the children's interest in the work of adults and a positive relation to working people. The children acquire some knowledge and ideas of the phenomena of social life, their habits and skills are formed. Occupations aimed at providing them with more precise knowledge of the work of adults help to enrich the content of children's art activities and creativity. This necessitates a mutual relation between art activities and other spheres of educational work, the children's interest in and emotional relation to the phenomena shown, the necessary knowledge and ideas of the work of adults, technical habits and skills. Practical tables given in the appendix show plans and contents of the individual subjects, e.g. the work of construction workers, health workers, giving the kind of art activity for each profession or trade, kind of occupation, content of occupation, links to other forms of educational work and subsequent activities.

1 preschool age, 1 art education, 1 interest, 0 work activity, 1 adult; 142963

595. KHRISTOVA, O.: Risuvane po asotsiatsiya ot proizvedeniya na izkustvoto. /Drawing by association with work of art./

Preduchilishtno văzpitanie, 32, 1984, No. 11, pp. 5-8.

21 figs.

When using various works of art as the basis for drawing, the teacher must select carefully works of art that correspond to the children's age and abilities and give the children a free hand in their art activities. Art activities based on associations evoked by music are interesting. The author gives advice on how to organize this form of art education, the preparation and the explanation of the music the children are about to hear, the choice of technique, figurative or non-figurative drawing and evaluation. Some advice is also given on how to work according to a work of plastic arts /several variants of a still life with flowers that differ in the composition, colour scale and /or technique/ and according to some literary work or a TV programme /puppet films, animated cartoons, feature films/.

1 nursery school, 1 art education, 1 drawing, 0 model, 1 music + work, 1 work of fiction, 1 work of plastic art; 142963

596. MICHAJLOVOVÁ, A.: Dětská kresba v umělecko-pedagogické praxi loutkového divadla. /Children's drawings in the artistic and educational practice of puppet theatre./

Československý loutkář, 34, 1984, No. 2, pp. 34-35.
Continued.

Proceeding from the latest scientific knowledge of child psychology, educational science and aesthetics, the author, who is a candidate of pedagogical sciences, deals with children's drawings and their use in the artistic and educational practice of the puppet theatre. Puppet theatres use this "graphic speech" of children as a kind of contact between the theatre and the audience, as a method of finding out how the child has understood the performance and as a form of reinforcing the influence of theatre performances.

1 preschool age, 1 art education, 1 drawing, 1 theatre, 0 relation; 142963

597. MICHAJLOVOVÁ, A.: Dětská kresba v umělecko-pedagogické praxi loutkového divadla. /Children's drawings in the artistic and educational practice of puppet theatre./

Československý loutkář, 34, 1984, No. 3, pp. 54-56.
Final part.

The author analyses children's drawings on the basis of child psychology, educational science and aesthetics, showing concrete examples of their use in the puppet theatre practice.

1 preschool age, 1 art education, 1 drawing, 1 theatre, 0 relation; 142963

598. STRASSNER, E.: Kunsterziehung in Vor- und Grundschule. /Art education in nursery school and primary school./

Wolfenbüttel. Verlag Kallmeyer 1984. 96 pp.
Reviewed in: Der Schweizerische Kindergarten, 74, 1984, No. 11, pp. 23-24.

The publication shows the development of children's ideas in drawing and painting. The first scribbles and cephalopods show the child's effort to express himself although his technical skills are insufficient. Some suggestions are given for the development of children's drawing. The author discusses the problem whether to correct or not and what criteria to use for evaluating children's drawings. Examples included in the book show drawings by children from nursery and primary schools.

1 nursery school, 1 art education, 1 drawing, 1 age specifics; 142963

11.3.2 Artistic activities

599. DOKONALOVÁ, A.: Prostorové vytváření v mateřské škole. /Spatial modelling in the nursery school./

Estetická výchova, 24, 1983/1984, No. 7, pp. 219-220. 2 figs.

The author, a nursery school teacher, discusses the purpose and importance of three-dimensional modelling for nursery school children.

1 nursery school, 1 imagination, 0 space; 142961, 142963

600. CHRISTOVA, O.: *Smesenite tekhniki v zanyatiyata po izobrazitelna deynost.* /Combined techniques used in art education./

Preduchilishtno văzpitanie, 32, 1984, No.7, pp. 12-15.
8 figs.

The author analyzes in detail combined techniques and their use in art occupations, giving answers to a number of questions - what kinds of combined techniques there are, which ones are most suitable for the individual age groups, in what sequence they should be used, which means of expression the children should master and the like. The article is supplemented with well-arranged charts.

1 nursery school, 1 art education, 1 art technique;
142963

601. IVANCHEVA, E.: *Razvitie na sposobnostite chrez khudozhestvenite deynosti.* /Developing the abilities through art activities./

Preduchilishtno văzpitanie, 32, 1984, No. 8, pp. 38-39.

Describing a system of work geared to the development of preschool children's creative abilities on the basis of art and theatre, the author points out the conditions for developing the children's creative needs and the necessity of the comprehensive utilisation of play that is, in fact, learning to create art.

1 preschool age, 1 art education, 1 theatre, 1 creativity;
142963

602. MARTIN, M. C.: *Jouer avec les couleurs.* Play with colours./

L'éducation enfantine, 1983/1984, No. 9, pp. 15-20.
2 photographs.

The paper was prepared by the author for the 57th AGIEM congress dealing with the topic "Childhood and art today". Describing the method of art education of children aged three to six concentrating on sensibilizing the child to colours, the author deals both with the environment and the material stimuli for art education and art techniques.

1 preschool age, 1 art education, 1 colour, 0 sensibility; 142963

603. PASHEVA, E.: *Estetika pri podrezhane na tsvetya.* /Aesthetics in the arrangement of flowers./

Preduchilishtno vǎzpitanie, *32*, 1984, No. 2, pp. 33-34.

The article discusses aesthetic education, pointing out the need to gear the education of children, since the earliest childhood, to an aesthetic arrangement of the environment, to aesthetic values of the children's own work, to creative activity in work, to harmony in the mutual relations in the working process. The author explains how she uses the ikebana for this aesthetic education.

1 preschool age, 1 aesthetic education, 1 flower, 0 arrangement; 142963

604. **SADOVSKAYA, L.:** Deti delayut multifilm. /Children make animated cartoons./

Doshkolnoye vospitaniye, 1984, No. 10, pp. 58-61.

Some film studios for the production of animated cartoons are the meeting places of children aged 4 to 18. The aim of these meetings is not the production of animated cartoons, it is to give the children opportunities for their all-round development, to reveal their abilities, to open the way to creativity. The youngest children listen to what the studio workers tell them about the phenomena around them, developing their curiosity, fantasy and speech. It is not sufficient for the child to see something interesting, it is better to encourage him to say something interesting about it, to express his impressions in a drawing. The children devise short stories some of which are then used for short animated cartoons. For example, the Moscow studio organizes the so called actors' day every year. Each child must devise some mask, make it and show it to the others, with accompanying movements and mimic. The children draw a lot in all studios and thus they gradually get nearer to the animated cartoons. But only some children that show special interest learn to make animated cartoons. Most children go to the studios because they find the environment and the activities interesting, because they meet friends there.

1 preschool age, 1 art education, 1 drawing, 1 animated cartoon, 0 participation; 142963

11.3.3 Receptive art education

605. KAZAKOVA, T. - VISHNEVA, G.: Esteticheskoye vospriyatiye skulptury malykh form. /The aesthetic perception of small sculptures./

Doshkolnoye vospitaniye, 1984, No. 6, pp. 46-49.

The curriculum of educational work recommends the use of small sculptures for art occupations. The research work described here was conducted with the aim of finding out the specific features of perceiving small sculptures with animal motives by six-year-old children. It was obvious since the first occupations that these sculptures of animals evoked positive feelings in the children, drew cognitive interest, activated the observation. The experiment was based on the hypothesis that the external sensory shape of the sculpture was connected with the internal content, with the author's intention. Therefore it was necessary to make it clear to the children that the sculpture was not a reproduction of the reality but a result of the author's creative approach. It was also necessary to provide the children with knowledge about sculpture as well as with skills and habits helping to get familiar with the various kinds of art activities. The experiment was conducted in two stages. The aim of the first stage was to enlarge the children's initial notions of sculpture as a kind of plastic arts. In the second stage, the children were made familiar with the means of expression used in sculpture. This stage consisted of four sets of occupations. The first three sets concentrated on making the children familiar with various means of expression. The aim of the fourth set of occupations was to unite all these means into a single form of aesthetic perception. The children's independence and activity increased gradually in the course of the experiment. At first the children understood only partially what they saw but later they learnt to observe and got familiar with the specific features of the means of expression used in sculpture and this enabled them to see the specificity of each sculpture and to talk about their impressions. This was the beginning of the forming of a generalized way of understanding the works of art.

1 preschool age, 1 art education, 1 sculpture, 0 perception, 0 research; 142963

606. MIKHAYLOVA, A.: Tvorchesko osmislyane na kukleniya spektatăl v detskate risunka. /A creative interpretation of puppet theatre performances in children's drawings./

Preduchilishtno văzpitanie, 32, 1984, No. 8, pp. 6-9.

It is characteristic of children that they create by memory and "in one breath". They like to draw pictures inspired by some puppet theatre performance that is a stimulus for them to express their impressions. Children's drawings show how strong and lasting their impressions of a performance are, how they have understood the content and the form. The Soviet author states that their drawings are, in fact, reviews. She also discusses the evaluation of these drawings - their authors should always get an opportunity of explaining them /they do not always manage to draw everything they wanted to/. The main aim is to support the child's effort to see things in his own way, showing him simultaneously what he has not noticed, what he has not understood. Every child needs praise, every drawing is notable for something. When evaluating the drawing, the adult should treat the child as a real painter, with confidence in his abilities.

1 nursery school, 1 art education, 1 drawing, 1 theatre, 0 relation; 142963

607. VARGICOVÁ, V.: Niektoré formy a možnosti práce s výtvarným dielom. /Some forms and possibilities of work with works of art./

Predškolská výchova, 38, 1983/1984, No. 10, pp. 8-10.

The main method of work with works of art is guided discussion that consists in motivating the children's reactions and observations, in using these observations, developing, shaping and complementing them. The following sequence of activities has proved suitable for work with artistic illustrations: 1/ Independent examination of illustrations by children - the children "read". Each child chooses the book by himself and examines the illustrations. The teacher observes the children and thus gets an idea of their relation to books. 2/ Independent examination of illustrations in books chosen by the teacher;

the children "read" books that the teacher has chosen on purpose. 3/ Activities using illustrations in books the text of which the children know: they reproduce the content of the book, they compare the illustrators. 4/ Play activities when examining illustrations in a book with an unknown content. 5/ A comparison of illustrations by one or more illustrators. 6/ Games in which the children are to guess books on the basis of illustrations. The author gives examples of all these activities and describes how the children can examine pictures at an exhibition.

1 nursery school, 1 art education, 1 illustration, 0 perception, 1 educational methods; 142963

11.4 Literary education

608. BUTTLER, A.: Komizm językowy w poezji dla dzieci. /Language comic in poetry for children./
Wychowanie w przedszkolu, 37, 1984, No. 1, pp. 4-14.
7 refs.

The author states that the wealth and diversity of language comic in the present-day poetry for children is one of the most significant features of the genre contrasting with the preceding, past form of children's literature, especially with children's literature till the break of the 19th and 20th century. He compares the pattern and typology of language means used in folk poetry, in didactic moralizing poetry of the 19th century and the beginnings of modern poetry of the 20th century /including the diffusion of means and mechanisms of poetry "for adults" into children's literature/. The function of language comic is to introduce the children to the aesthetics of the language, to make them sensitive to the language means of expression and thus to make them able to understand poetry and to find aesthetic pleasure in it.

1 child, 1 poetry, 1 comic, 0 language, 0 history; 142963, 148171

609. Čtyři dny v Opavě aneb Týden dětské knihy 1984.
/Four days in Opava or Children's Books Week 1984./
Zlatý máj, 28, 1984, No. 6, pp. 332-333.
1 photograph.

This is information about the Children's Books Week that was organized in Opava in March 1984, with participants including a number of Czechoslovak as well as foreign outstanding artists and theoreticians concerning themselves with children's literature.

1 children's book, 0 show; 142963

610. GUGULANOV, T. S.: Umělecká literatura a komunistická výchova v rodině. /Art literature and communist education in the family./

Rodina a škola, 31, 1984, No. 1, p. 4.
1 photograph.

This was the contribution made by the editor-in-chief of the magazine Semeystvo uchilishch to the discussion opened at a seminar organized by the magazine Rodina a škola and dealing with some problems of communist education in the family. The contribution stresses the formative influence of literature on preschool and younger school children. Further, it explains the mediatory role and position of parents in developing the children's relation to literature.

1 preschool age, 1 family, 1 literature, 1 communist education; 142963

611. HEŘMAN, Z.: Dvě témata a čtyři knížky Mileny Lukešové. /Two subjects and four books by Milena Lukešová./

Zlatý máj, 28, 1984, No. 5, pp. 280-281.
1 fig.

This is a review of new poetic books by the author Milena Lukešová and the individual illustrators, the subjects being the child forming his contacts to the surrounding world and the child's relation to nature. The books are: Kamkámek - illustrated by J. Walterová, Obr-Dobr pejsánek /The big good doggie/ - illustrated by M. Sonnbergová, Motýl pro tebe /A butterfly for you/ - illustrated by M. Hanák, Moje zvířátka /My animals/ - illustrated by M. Prachatická.

1 preschool age, 1 children's book, 1 illustration, Ø Lukešová, M.; 142963

612. HEŘMAN, Z.: K prehistorii i dějinám jednoho nakladatelství. /The prehistory and history of a publishing house./

Zlatý máj, 28, 1984, No. 7, pp. 405-410.

This is a reflection on the origin and development of the publishing house for children and young people and its activities /at first SNDK - State publishing house of children's books, later Albatros/, mentioning outstanding authors, significant publications and informing about the rich publishing and cultural activities of today's publishing house of children's books Albatros that celebrates 35 years of its activities.

1 children's literature, 1 publishing house, Ø Albatros, Ø anniversary; 142963, 148163

613. HOLEŠOVSKÝ, F.: Glosy k vývoji české ilustrace pro děti. /Glosses on the development of Czech illustrations for children./

Reviewed in: Stejskal, V.: Průkopnický čin.
Zlatý máj, 28, 1984, No. 3, pp. 148-151.

Professor Holešovský shows the diversity and wealth of Czech illustrations for children and their creative authors. This is the first publication in Czechoslovakia that deals with the historical problems of Czech illustrations for children. However, the importance of the Glosses does not lie only in their own historiographic and theoretic contribution, in the methodological approach to the material; the publication deserves evaluation as a significant creative stimulus, as an emphatic reference to the future research and popularization tasks.

1 children's book, 1 illustration, 0 history;
142963

614. HUTMANOVÁ, V. - SUCHÁ, G.: Výchova detí prostredníctvom rozprávok. /Educating the children through fairytales./ Predškolská výchova, 38, 1983/1984, No. 11, pp. 11-12.

This is experience from a nursery school where a special room was set up for fairytales. The walls are decorated with pictures showing some fairytale topics, there is a puppet theatre, a table with books and other aids in the room. The children guess fairytales from illustrations, from passages played on the record player. The pantomime is used, too; the children are asked, e.g., to show how a wolf is prowling. Sometimes the children choose the necessary puppets and play fairytales by themselves.

1 nursery school, 1 fairytale, 1 dramatization;
142963

615. CHALOUPKA, O.: Rozvoj dětského čtenářství. /The development of children's reading./

Prague, Albatros 1982.
Reviewed in: Helus, Z.: O rozvoji dětského čtenářství.
Zlatý máj, 28, 1984, No. 1, pp. 48-50.

In his monograph, the author has created a conception of the branch that is found in the intersection of the literary science and its view of children's books, the psychology of a child that has an active relation to the book as its reader, and literary education in school conditions. These three independent views complement each other in their approach to the phenomenon of children's reading and unite organically in a uniform explanation of a child found engrossed in a specific activity, such as reading.

1 children's literature, 1 reading, 0 development;
142963

616. KOSATÍK, P.: Až příliš mnoho průměrnosti. K současnému stavu dětských rubrik periodického tisku. /Too much mediocrity. On the present-day state of children's columns in the periodicals./

Zlatý máj, 28, 1984, No.9, pp. 557-562.

The author discusses the present-day state of children's columns in periodicals, especially Sunday supplements and permanent columns, stating that they are comparatively traditional, stagnating, with little inventiveness. He is of the opinion that they do not correspond to topical reader interests in their majority and that they are little inspirative.

1 children's literature, 1 newspaper, 0 criticism, 0 Czechoslovakia; 142963

617. *Literární výchova pětiletých a šestiletých dětí.* /The literary education of children aged 5 to 6./

Zlatý máj, 28, 1984, No. 2, p. 89.

A survey concentrating on the literary education of children aged 5 to 6 that was conducted in the German Democratic Republic comprised eighty nursery schools and about a thousand households. It showed that every child got to know - on average - 14 fairytales, 14 picture books and learnt about 30 poems and nursery rhymes in the course of his three-year nursery school attendance. As for the family, 99 p.c. of parents read aloud stories for their children, 87 p.c. told them stories by memory and 28 p.c. devised their own stories. On average, five- to six-year-old children had 21 books at home each. One p.c. of children had no books at home. The most favoured books were mainly fairytales /66 p.c./, contemporary stories /17 p.c./ and comic books /12 p.c./.

1 nursery school, 1 literary education, 0 research, 0 German Democratic Republic; 142963

618. **NEMCOVÁ, J.:** Veíkú litearatúru pre najmaldších. /Big literature for the youngest ones./

Zlatý máj, 28, 1984, No, 6, pp. 368-370.

This is an evaluation of the latest volume /1983/ of the Soviet magazine Detskaya literature that has been directing, following and evaluating critically the work of those who deal with children's literature for more than half a century.

1 children's literature, Ø Soviet Union, Ø evaluation; 148171

619. **NEPIL, F.:** Pohádka, dítě a současnost. /Fairytales, children and the present times./

Československý loutkář, 34, 1984, No. 4, pp. 80-81.

In his contribution, František Nepil contemplates the position of fairytales in the present, talking about their renaissance from the viewpoint of children's and adults' needs in the present-day rational world. He gives a characterization of modern fairytales by present-day authors and points out some of their shortcomings.

1 children's literature, 1 fairytale, Ø present-day, Ø criticism; 142963

620. PANKRATOVA, L.: *Samostoyatelnaya khudoshenstvenno-rechevaya deyatelnost rebenka v semye.* /The child's independent literary activities in the family./

Doshkolnoye vospitaniye, 1984, No. 4, pp. 57-62.

The child gets familiar with literature and folk art, he learns rhymes, riddles, he masters an expressive speech. This forms the basis for the initial forms of literary creativity. The children's independent literary creativity is formed in the nursery school and it becomes more diversified and richer if it is reinforced and developed in the family. The author informs about a survey conducted to find out the conditions for children's literary activities in their families. Families in a number of union republics and regions of the Russian Soviet Federative Socialist Republic were asked whether they had a TV set, a wireless set, whether they had table games, whether the children went to the cinema and to the theatre, whether the parents talked with their children about what they had seen and heard, whether the children expressed their impressions in their play, in dramatizations and the like. Data obtained in the public survey were supplemented with discussions with parents and observations of children in families. The survey showed that the children had a sufficient amount of experiences mediated through the wireless, television and through reading aloud but were overburdened by them emotionally, which braked their development. It was found that the children saw too many films but talked about them unwillingly and uncoherently. The survey showed in which direction to influence the parents. The decisive thing is not the quantity but a sensitive, purposeful guidance that respects the child's individual needs and prevents his overburdening with artistic impressions. It is necessary to inform the parents about the use of literature, to explain to them the criteria of selecting books for a specific age group. The children should get to know interesting facts and events but they should also feel the beauty of their mother tongue.

1 child, 1 family, 1 literary education, 1 creativity, 0 Soviet Union, 0 research; 142963, 142959

621. Sborník her a hříček./A collected volume of plays and trifles./

Československý loutkář, 34, 1984, No. 6, pp. 142-143.

The regional cultural centre in Ostrava published Drahomíra Pražáková's "Plays and trifles for puppets" in the year 1983. Sixteen trifles accompanied by some notes on the production and artistic illustrations are designed for children's ensambles and nursery school teachers.

1 preschool age, 1 play, 1 puppet, 0 collection; 142963

622. **SIVÁKOVÁ, H.:** Deti a knihy. /Children and books./

Predškolská výchova, 38, 1983/1984, No. 5, pp. 19-22.
1 photograph.

The use of a readers' corner is described. New books are bought in the course of the whole year. The teacher goes to the bookshop with the children and they jointly select new books to buy. Groups of children as well as individuals can use the readers' corner in the period designed for the children's individual activities by their own choice. When making the children familiar with the book, the teacher tells them the name of the author, shows them his/her photograph if possible and tells them something interesting from his/her life. The children usually show considerable interest in books about animals. A quiet place in the nursery school garden may be suitable for listening to a fairytale in summer. The children dramatize their favourite fairytales.

1 child, 1 children's book, 0 interest, 1 reading;
142963

623. **SIVÁKOVÁ, N.:** Spolupráce s rodičmi v literárnej výchove. /Cooperation with the parents in literary education./

Predškolská výchova, 38, 1983/1984, No. 8, pp. 17-18.

Reading interests are influenced not only by the nursery school but also by the family. Moments that the parents spend with their child over a book bring the family closer together. This is why the nursery school explains to parents the importance of children's literature for the child's all-round development and recommends them to buy books for their children. In the course of the school year, the nursery school described here organizes four displays of books connected with their sale, namely "A display of Soviet books" in the month of Czechoslovak-Soviet friendship; "A book as a present for someone we love" - before Christmas; "The month of books" - March; "Books as presents for children" - on International Children's Day. Two demonstrations of literary occupations were made for the parents to improve the cooperation with parents. In one of them, the children learnt to handle books carefully, the other one was used for making them acquainted with a fairytale. The children prepare a literary evening for the parents in March every year - they show literary plays, give the audience riddles, dramatize fairytales, recite poems. New children's books are displayed regularly in a place where the parents can see them.

1 nursery school, 1 family, 0 cooperation, 1 literary education; 142963

624. VYBÍRAL, Z.: O ročních cyklech v poezii pro děti. 1/ Příspěvek k poetice. /On nature cycles in children's poetry. 1/ A contribution to the poetics./

Zlatý máj, 28, 1984, No. 6, pp. 356-359.
7 refs.

Examining the composition of books of poetry means solving one of the most significant tasks of poetics. In this case, it is even more significant due to the fact that poetics pays only sporadic attention to poetry for children in this country. The nature cycles seem to be one of the most obvious criteria for the arrangement of poems in the volumes ever since the beginnings of intentional "artificial" poetry for children. The poets adhered to this arrangement of poems in their books for the youngest children for almost 150 years as the composition of the work is predetermined also by the composition of the reality, besides the author's personality. Nevertheless, the number of volumes that adhere to the nature cycles in their composition and subject has been diminishing. Many authors of the middle generation /e.g. Žáček, Šrut/ have almost completely ceased to use this traditional composition key. The cause is the change of reality in which something as the "ideational position of the provincial author" has gradually lost its substantiation. The reality that dictates completely different topics for "children's" poetry does not require from the author to adhere to the cycles in nature. In conclusion, the author of the article analyses the composition of the nature cycles in Sládek's volumes Zlatý máj /Golden May/, Skřivánčí písně /The Skylark's Songs/ and Zvony a zvonky /Big and small bells/.

1 preschool age, 1 children's literature, 1 poetry, 1 time, 0 arrangement; 142963, 148171

11.5 Children's literature

625. **BALUCH, A.:** Wartości wychowawcze poezji dla dzieci.
/The educational values of children's poetry./
Wychowanie w przedszkolu, 37, 1984, Nos. 4/5, pp. 195-205.
5 refs.

This is an abridged text of the paper delivered at a symposium held in Warsaw in the year 1983 to discuss the subject "Poetry for children, myths and reality". Contrasting the instrumentality of poetry for children in the older tradition with modern poetry, the author shows the development "from didactism to artism" on examples. At the present time, the educational values are given by the forming of communicative situations and models /models that shape the awareness of "you" - and "ego", and also "ego" and "ego" and the like/, not by the external didactism. The educational value of children's poetry lies in its participation in the shaping of the order of the world, differentiated hierarchies in relations and communications of "ego" and the world of the others.

1 preschool education, 1 poetry, 0 importance;
142963, 148171

626. GENCHEVA, L.: Prikazkata kato sredstvo za razvitie na chuvstvata. /The fairytale as a means of developing the emotional wealth./

Preduchilishtno văzpitanie, 32, 1984, No. 4, pp. 28-29.
4 refs.

Emotions play the leading role in the child's behaviour at preschool age. Fairytales act on the emotional sphere and help to create relations to real situations. The perception of fairytales is a form of getting to know the world. This is why it is necessary to choose fairytales carefully, to ask questions that make the children think and take standpoints to the aesthetic and moral aspects. The educator's questions should not only stimulate the memory, they should also evoke in the children interest in the deeds and feelings of the characters. They develop the creativity of five- to six-year-olds, their feeling for aesthetics and humanism. Good guidance should be given especially to the children's first attempts to create. Fairytales can also be connected with plays, theatre, pictures. Dramatizations are especially liked by children.

1 preschool age, 1 emotional education, 1 aesthetic education, 1 fairytale, 0 use; 142963, 142957

627. HAMANOVÁ, R.: Sluníčko, Mateřídouška, Ohníček. Časopisy dětí od tří do deseti. /Sluníčko, Mateřídouška, Ohníček. Magazines for children aged 3 to 10./
Zlatý máj, 28, 1984, No. 8, pp. 479-486.
3 photographs.

This is an analysis of the conception, composition and literary content of children's magazines Sluníčko /Sun/, designed for preschool children, Mateřídouška /Thyme/, designed for the youngest readers, and Ohníček /Fire/, designed for younger school children and young pioneers. The author states that the magazine for the youngest children shows the predominance of clearly educational aspects and too much instructiveness, which is partially the reason for the monotony of its content in the present-day form. It is the author's opinion that the didactic aspect should be somewhat suppressed in the interest of playfulness and development of fantasy.

1 preschool age, 1 children's magazine, 0 criticism, 0 Czechoslovakia; 142963

628. IVANOVA, E.: Skazka i sovremennoye detstvo. /Fairytales and the present-day childhood./

Doshkolnoye vospitaniye, 1984, No. 9, pp. 68-70.

A survey is given of the opinions on the use of fairytales prevailing especially in the capitalist countries. Charlotte Bühler /1918/ proved on a scientific basis that fairytales contributed to the development of fantasy and imagination. Studies conducted in the 60s in some countries have confirmed the children's liking for fairytales. Fairytales were the subject of discussion at two international symposiums organized in the Institute for the Study of Children's Literature in Frankfurt am Main /1980-1981/. The way in which the children get familiar with fairytales is changing at the present time. Besides the traditional reading and narration, it is through the wireless and the TV, in recordings, in children's theatres. Fairytales and fairytale subjects have changed into goods. Toys and things of everyday use with fairytale motives are produced. Fairytale motives are used in advertising. The European Society for Fairytales that was founded in the year 1956 studies and promotes fairytales. It organizes an international conference every year, it publishes fairytales. Opinions about fairytales tend to differ. On the one hand there is a critical view of the fairytales, on the other hand we can see an unprecedented growth of the fairytale production of books, recordings, films and also the children's interest in fairytales. Some serious research work will be needed to evaluate the social, psychological and educational function of fairytales, their cultural, ethnographical and literary essence.

1 preschool age, 1 fairytale, 1 educational methods, 0 research; 142963

629. KLÁTIL, Z.: Tvorca detského sveta - národný umelec Rudo Moric. /The creator of a children's world - national artist Rudo Moric./

Predškolská výchova, 39, 1984/1985, No. 1, pp. 17-18. 1 photograph.

This is an evaluation of the work of Rudo Moric, a writer and the manager of the Mladé Letá publishing house. His most extensive cycle depicts our reality seen from the aspect of a child in the family, at school, on holiday, in his native country and abroad. Another sphere of his works is formed by sports stories and stories inspired by life in the nature. Many of his works have been translated into other languages.

1 children's literature, Ø Moric, R., Ø evaluation; 142963

630. KOVÁČOVÁ, M.: Praktické využitie knihy. /The practical use of books./

Predškolská výchova, 38, 1983/1984, No. 7, pp. 11-17.
1 photograph.

The author describes her experience with the use of the book "Ako Peter, Bobík a Murka prežili prázdniny" /How Peter, Bobby and Murka spent their holiday/ by E. Spálený and L. Rybár. The book was used for fulfilling the tasks of language and intellect education of children aged 5 to 6. The attached plan of topics for the use of the publication contains the tasks, content and topics of the occupations and notes on the use of the book in the course of other activities

1 children's book, Ø Spálený, E., Ø use; 142963

631. KOVAŘÍKOVÁ, Z.: Děti a knihovna. /The children and the library./

Zlatý máj, 28, 1984, No. 1, pp. 52-53.

In recent years, stress has been laid on the bibliographic preparation of children and young people that consists in preparing them for independent acquisition of knowledge about the world from books. The author mentions various forms of this work with the children and describes also the experience gained with the introduction of the first Czech picture-lending office /where the people can borrow various reproductions and pieces of graphic art/ in Prague 4 - Opatov.

1 child, 1 literary education, 1 library, 0 preparation; 142963

632. LESZCZYŃSKI, G.: Uniwersytecka sesja naukowa o poezji dla dzieci. /A university session on children's poetry./

Wychowanie w przedszkolu, 37, 1984, No. 1, pp. 48-53.

The subject discussed at the symposium was "Children's poetry, myths and values". It was organized by the Literary Institute of the Warsaw University /its department for the literature for children and young people/ in Warsaw on 7th - 8th June 1983 and attended by historians, writers, critics and theoreticians, linguists. The paper mentions the results of Polish studies in the sphere of the theory and children's literature that has been given systematic attention since the year 1958 /this is also reflected in the fact that eleven extensive volumes have been published, including a volume dealing with the literary culture in the nursery school/. The proceedings of the session will be published in a special volume.

1 children's literature, 1 poetry, 0 science + gathering, 0 Poland; 142963

633. Literatura pro děti k předškolní výchově. Výběrová bibliografie. /Children's literature for preschool education. A selective bibliography./ Prepared by J. Ullrichová.

Reviewed by: Jiskrová, V.
Predškolská výchova, 38, 1983/1984, No. 9, p. 30.

The bibliography is divided into the following sections: 1. Intellect education, 1.1 Developing the knowledge. 1.2 Language education. 1.3 Mathematical notions. 2. Moral education. 3. Work education. 4. Aesthetic education. 4.1 Music education. 4.2 Art education. 4.3 Literary education. 5. Education for traffic discipline. 6. Physical education. It comprises 310 annotations, an index of Czech, Slovak and twenty foreign authors, an index of illustrators and a name index.

1 preschool education, 1 children's literature, 1 bibliography; 142963, 148123

634. MANEVA, D.: Deteto i knigata. /Children and books./ Preduchilishtno văzpitanie, 32, 1984, No. 8, pp. 14-15, 18.

The article analyzes the process of preschool children's perception of literature /fairytales and fiction/ and stresses factors conditioning this process: the specificity of children's thinking, the level of their intellectual development and the children's limited experience in life. It is stated that the perception of a work of art begins with the sensory aspect of cognition, the children concentrate on the characters of heroes that should be strictly individualized. The author illustrates her views by concrete examples. She points out the shortcomings encountered in the work with literature in the process of education in the nursery school /limited subjects, dry and angled deduction of some advice/.

1 preschool age, 1 fairytale, 0 perception, 1 literary education; 142963

635. NUNES, L. B.: Knihy a život. /Books and the life./ Zlatý máj, 28, 1984, No. 4, p. 197.

The International Board on Books for Young People /IBBY/ celebrates the International Day of Children's Books on 2nd April every day - on the day when Hans Christian Andersen was born. Since the year 1967, its celebration has been organized by a different member country /its national section of the IBBY/ every year. At the present time, there are 47 of them all over the world. The Brazilian section of the IBBY organized the celebration in Rio de Janeiro in the year 1984. The message reprinted here was written by the Brazilian writer of books for children Lygie Bojunga Nuńes, who was given the Andersen Medal in the year 1982 in consideration of her lifelong work for children.

1 children's book, 0 science + gathering, 0 Brazil; 142963

636. RENSCHLER, R.: *Rassismus in Kinderbüchern.* /Racism in books for children./

Der Schweizerische Kindergarten, 74, 1984, No. 12, pp. 15-18.

The author presents criteria for the evaluation of books that deal with the "third world". They should help the educators reveal racist tendencies. This is primarily the raising of the white race, the creation of a white hero who is brave and clever whereas the clichés used for coloured people are: guileful, dirty, lazy. The whites are depicted as masters and benefactors whereas coloured people are shown as servants and underlings. There is a similar situation in the illustrations. The author's style should also be watched. Examples from literature: the Red Indians squat, the whites sit etc. The third world has changed in the recent years. New published books do not guarantee that the world of people in Africa, Asia and Latin America will be depicted in a realistic way but there is some hope.

1 children's literature, 1 illustration, 1 subject, 0 developing countries, 1 racism; 142963, 142957

37. RUSCHMANN, V.: Lexikon Schweizer Bilderbuchillustratoren 1900-1980. /The lexicon of Swiss children's book illustrators 1900-1980./

Desertina Verlag Disentis, 230 pp.
Reviewed by: Hüsler, S.
Der Schweizerische Kindergarten, 74, 1984, No. 4, p. 28.

The lexicon was prepared by the Swiss Youth Institute. It contains three parts: 1/ The study called Picture books in Switzerland contains four parts /in four official languages/ informing about picture books in the four Swiss language regions. 2/ An alphabetical list of illustrators, their data, lists of books they illustrated. 3/ Eighty colour reproductions of the most significant illustrations.

1 children's book, Ø illustration, 1 illustrator, Ø list, Ø Switzerland; 142963

8. SIEGLOVÁ, N.: Katedra literatury pro mládež a literární výchovy. /The deparment of children's literature and literary education./

Zlatý máj, 28, 1984, No. 10, p. 593.

This is information about the department of children's literature and literary education that was set up at the College of Education belonging to Purkyně University in Brno. Set up on 1st September 1984, this department is the only university department concentrating on the scientific literary study of children's literature in Czechoslovakia and also the first one in the history of Czechoslovak tertiary education. Its tasks will include teaching children's literature, the didactics of literature and some other related branches. Scientific research will concentrate on theoretical-historical, literary educational and language aspects of children's literature in Czechoslovakia and in the world.

1 literary education, 1 department, 1 college of education, 0 Czechoslovakia; 142963

639. Sto let české dětské knihy. Vývoj a proměny její výtvarné podoby. /A hundred years of Czech children's books. The development and changes of their graphic form./

Zlatý máj, 28, 1984, No. 7, pp. 425-428.
4 photographs.

This is information about an exhibition prepared for the House of Arts in Opava by the Albatros publishing house in cooperation with the National Gallery, the Memorial of National Literature and the Institute of School Information in Prague. The exhibition represented a stimulus and a source of information for the present-day artists, showing the development trends characteristic of Czech children's books and expressing thanks to those who have participated in their development.

1 children's book, 0 history, 1 exhibition; 142963, 148171

640. STUDER-FRANGI, S.: Märchen als Spiegel von Lebenswegen - Begleitung und Ermutigung. /Fairytales as reflections of the course of life guidance and encouragement./

Der Schweizerische Kindergarten, 74, 1984, No. 4, pp. 7-13.
15 refs.

Originally, the fairytales were designed for adults. There was always a certain sentence in the background and this sentence was repeated in various variations. At the present time, the word "fairytale" expresses something unreal. Nevertheless, children understand fairytales by intuition, without any explanation. Fairytales reflect various attitudes and mental states /the king's youngest son was underestimated but he turned out to be a hero in the end/. Some prohibition often appears in fairytales /the forbidden last chamber/. The path to victory is slowed down when the prohibition is disobeyed. The overcoming of obstacles and the victory of good are typical for fairytales. Fairytales give courage and belief in the happy end and they can be used for therapeutic purposes.

1 preschool age, 1 literary education, 1 moral education, 1 fairytale; 142963, 142957

641. Wesole podwórka. /Merry yards./

Przyjaciel dziecka, 1984, No. 2, supplement /8 pp./.

The monthly Przyjaciel dziecka /Children's Friend/, which is published by a voluntary organization called Society of Children's Friends in Poland, has a separate supplement in the form of an illustrated magazine devoted to children's play and amusement. It brings tips for sports and didactic games, quizes, puzzles, children's reading. It is designed primarily for preschool and school children and their educators.

1 children's magazine, 0 content, 0 Poland; 148163

642. ZIGOVÁ, E.: Obrázková kniha o nás a o našej krajine. /Picture books about us and about our country./ Predškolská výchova, 38, 1983/1984, No. 7, pp. 19-20.

Instructional picture books are designed for children at the age that can be characterized by curiosity and a longing for knowledge. They are sources of information and stimuli in the acquisition of knowledge, in the forming of a relation to what the child learns to know, in the perfection of speech and in the development of the intellectual abilities and character. It is through them that the children learn gradually to seek and find information in books, that they learn to orient themselves in them and thus gradually they come to respect human intellect, human work and the scientific and technological development.

1 children's book, 1 knowledge, 0 development, 1 curiosity; 142963, 148163

643. ZIGOVÁ, E.: Poznávanie povstaleckej minulosti. /Getting to know the rebel past./

Predškolská výchova, 38, 1983/1984, No. 12, p. 10.

The struggle against fascism and the Slovak National Uprising belong to the big subjects in our national culture. Children's literature is its part, too. The presentation of the past through children's eyes prevails in books for school children. They are mostly in the form of short stories in which the magic world of fairytales is gradually replaced by the real human environment, defined in time and space. Thu author mentions some books suitable for children of preschool age. The reading should always be complemented with a talk with the children.

1 preschool age, 1 children's book, 1 Slovak National Uprising; 142963, 142957

11.6 Theatre and film for children

644. CÍSAŘ, J.: Omyly a jistoty aneb 33. loutkářská Chrudim. /Mistakes and certitudes or the 33rd Puppeteering Show in Chrudim./

Československý loutkář, 34, 1984, No. 9, pp. 202-209.
11 photographs.

This is a characterization and evaluation of the artistic and educational level of the 33rd show o amateur puppeteer ensembles in Chrudim.

1 puppeteering, 0 show; 142963, 148169

645. CONEVSKA, M.: Kukleniyat teatăr i detskata igra. /Puppet theatre and children's play./

Preduchilishtno văzpitanie, 32, 1984, No. 8, pp. 10-13. 1 photograph, 11 refs.

Discussing the theoretical aspects of the problem, the author tries to find out the essence of similarity between puppet theatre and children's play that contribute to the development of children's abilities and that play a substantial role in the perception of art.

1 preschool age, 1 puppet theatre, 1 play, 0 relation; 142963

646. DRUART, A.: Quand le théatre entre à l'école. /When the theatre comes to the school./

L'école maternelle belge, 1983/1984, No. 3, p. 123. Continued.

In introduction, the article refers to E. Lansman's book La Louvriére in which the author evaluates the results of a public survey made on the subject of theatre in the nursery school and at school. Over 70 p.c. of all persons asked consider the theatre as a significant educational means contributing to the child's cultural development. This fact is confirmed by the example of a nursery school where the children decided, after seeing a theatre performance, to "play theatre". This meant a lot of preparatory work /the preparation of texts, costumes, wings and props, music for accompaniment and the like/ in which all children participated. They reflected their impressions from the theatre in their drawing.

1 nursery school, 1 theatre, 0 perception, 0 creation; 142963

647. GROSS, G.: Theater auf dem Kopf. /Theatre on the head./

Spielen und lernen, 1984, No. 2, pp. 6-9.
6 photographs.

The author describes her experience with developing dramatic play and children's creativity in general by means of props - theatre hats. She bought various caps and hats at a sale of theatrical costumes and used them for enriching the children's play at the time of carnivals. The children used them in ingenious ways, as the photographs show.

1 nursery school, 1 theatre, 1 dramatization, 1 creativity; 142963

648. HIERNAUX, M.: Quant au théâtre à l'école maternelle..... /As for theatre in the nursery school ....../

L'école maternelle belge, 1984/1985, No. 1, p. 15.

This is a continuation of the article Quand le theatre entre à l'école /L'école maternelle belge, 1984, No. 3, p. 123./. The author describes her experience with respect to cooperation with children's theatres. It is her opinion that it is more suitable for the theatre to come to the nursery school than the other way round. The children can experience stronger impressions of the performance in their familiar environment and express them in their drawings, in play and the like. It is pointed out here that nursery schools should have the possibility to choose a performance from offer lists sent by the theatres in advance.

1 nursery school, 1 theatre, Ø Belgium; 142963

649. KÖNIGSMARK, V.: Jubilejní patnáctá Skupova Plzeň. /The jubilee 15th show of puppet ensambles - Skupova Plzeň./

Československý loutkář, 34, 1984, No. 9, pp. 194-201. 16 photographs.

This is a characterization and evaluation of the artistic and educational quality of the performances given at the 15th show of puppet ensambles.

1 puppet theatre, Ø show, Ø anniversary; 142963, 148171

650. KRĂSTEVA, M.: Praznik na kuklenoteatralnoto izkustvo. /A puppeteering holiday./

Preduchilishtno văzpitanie, 32, 1984, No. 11, p. 25.

The author informs about a festival of amateur and professional puppet theatres that is held in Békéscsaba in Hungary every other year. She describes some performances from the viewpoint of their use in the nursery school.

1 puppet theatre, 0 festival, 1 nursery school, 0 method, 0 Hungary; 142963

651. PENYEVSKAYA, L.: O tvorcheskoy deyatelnosti T. N. Karamanenko. /The creative activity of T. N. Karamanenko./

Doshkolnoye vospitaniye, 1984, No. 12, pp. 82-84.

T. N. Karamanenko promotes various kinds of puppet theatre in preschool facilities and in pioneer groups, she runs courses of puppeteering for nursery school teachers. Her life-long experience was described in several volumes, the most extensive and most complete of them being "Puppet theatre for preschool children" that appeared in several editions, revised and enlarged every time. These publications describe not only the puppet theatre but also other less known forms /e.g. marionette theatre, shadow theatre, flat puppets/. The publications contain detailed descriptions of the individual kinds of puppet theatre, sketches, instructions for the making of puppets and stages, methodological instructions for the staging and production and a number of scenes that were found successful in preschool facilities.

1 preschool age, 1 puppet theatre, 0 theory, 0 Karamanenko, T. N.; 142963

652. SIMON, D.: *Le théâtre comme lieu d'apprentissage et de plaisir.* /The theatre as a place of learning and pleasure./

L'enfant, 1984, Nos. 3/4, pp. 54-61.
4 photographs, 16 refs.

The article deals with dramatic play and various forms of the child's participation in it. The child can participate in dramatic play as an actor or as a spectator. Since the year 1970, there have been about fifteen professional theatres playing for children in the French part of Belgium. These theatres seek the most effective means of the adult-child communication. Visits to theatres lead to the children's and young people's dramatic play that is a means of an all-round development of their personalities and forms a suitable activity for their leisure. Puppets offer specific possibilities for developing dramatic play.

1 preschool age, 1 theatre, 1 child, 0 relation; 142963

653. STACHOVÁ, M.: Dobrý deň, bábka. /Hello, puppet./

Umění a řemesla, 1984, No.1, p. 69.

"Hello, puppet" was the name of a display organized in the Children's Gallery in the Mirbach Palace in Bratislava in the sommer months of the year 1983. The display showed the development of puppeteering in Slovakia.

1 puppeteering, 0 history, 1 display, 0 Slovakia;
142951

654. WILKOMIRSKA, A. - NOWAK, A.: Co sie podoba dziecom czyli komiksowy świat rozbójnika Rumcajsa. /What the children like, or the world of stories about the robber Rumcajs./

Wychowanie w przedszkolu, 37, 1984, No. 1, pp. 15-17.

The robber Rumcajs, who was shown on Polish TV in the year 1967 for the first time, met with extraordinary success. The authors characterize the intentions of V. Čtvrtek - the author of stories about Rumcajs - among other things, on the basis of his interview in the Polish press, and mention his main books for children. What the children like is the following: qualities that accompany the victorious war of good with evil in his stories /strength, wit, the ability to cope with difficult situations, activity, the "robber's" threatening outside appearance/ but also, simultaneously, the harmony between the forces of good and the nature, the aesthetic magic power of the forest environment. The mechanical nature of the victory of good over evil /good is always omnipotent, the force of good is always bigger when evil embodied by the duke and his servant appears/ corresponds to the child's need. The children require a certainty that the relation between good and evil is somehow a matter of course and they also require a hero that would give security to the characters they love.

1 children's book, 1 television + programme, 1 liking, 0 Čtvrtek. V., 0 research, 0 Poland; 142963, 142957

655. Ze semináře SČDR na Mateřince 1983. /From the SČDR seminar organized at the Mateřinka show in 1983./
Československý loutkář, 34, 1984, No. 1, pp. 8-9.

The article contains the text of a paper delivered by dr. Petr Pavlovský, discussing the presence of a story and a hero in dramatizations designed for preschool children. Some excerpts are also given from a paper by Pavel Polák, who discusses the problems of set design, choice of play and direction of puppet performances for preschool children.

1 preschool age, 1 theatre, 1 puppet theatre, 0 seminar; 142963

11. 7 Film, radio and television for children

656. **Ein Fernseh-Macher hat das Word.** /A television worker has the floor./

Spielen und lernen, 1984, No. 1, pp. 8-9.
3 photographs.

This is an interview with B.Küsters, who is the head of Hessen TV's department for children's broadcasts. B. Küsters explains the specific nature of TV programmes for preschool children and presents the results of surveys that were made. He states that the opinions on the length of programmes followed by children differ, a child aged three years is able to follow a programme for more than the supposed five minutes. However, the dosage is highly individual and it depends onthe contents The child should find the programme interesting and understand it but he should also have the possibility to stop watching and start doing some other activity at any moment. At the present time, programmes that help to develop the playfulness, creativity and fantasy are preferred over instructional ones.

1 preschool age, 1 television + programme, 0 research;
142963

657. MARGARITOVA, S.: Znachenieto na televizionnite predavaniya v pedagogicheskiya protses. /The importance of TV programmes in the process of education./

Preduchilishtno vǎzpitanie, 32, 1984, No. 11, pp. 12-14.
1 photograph.

The author describes a study concentrating on the importance of TV programmes for the children's all-round development. She presents the results and gives some recommendations to parents and television workers. She recommends to coordinate the programmes with nursery school curricula and to consult them with educationalists, to broadcast weekend programmes for children and their parents that the parents can talk about with their children, and to arrange programmes in a certain system from the viewpoint of their educational influence.

1 preschool education, 1 television + programme, 0 coordination; 142963

658. NORDHOFF, I.: "Morgen Schon." Utopische Geschichten aus einem nahen Lande. /Morgen Schon. Utopian stories from a nearby country./

Spielen und lernen, 1984, No. 10, pp. 22-24.
4 photographs.

This is an analysis of a twelve-part television series for children. The series is oriented towards the future in that present-day problems and conflicts are solved on a positive level in the way in which they should be solved. In this utopian country, the people are much more advanced in their interhuman relations than the people of today. The new approach manifests itself also in the fact that the series does not avoid complex problems and conflicts that are difficult to understand for the children /the death of a close person, relations among nations, the devastation of nature and the like/. In this conception, Utopia does not mean a dreamt-up country, it means a country that we are able to create through our own effort.

1 children's literature, 1 television, 0 series, 1 subject, 0 future; 142963, 148469

659. URBANOVÁ, S.: K problematice literárních transpozic televizních děl pro děti a mládež. /On problems of literary transpositions of TV programmes for children and young people./

Zlatý máj, 28, 1984, No. 4, pp. 230-233.

At the present time, fears are often raised that TV might suppress the children's interest in books and restrict children's reading. However, the author of the article is of the opinion that TV programmes may have a stimulating influence on children's reading, pointing out the importance of double fixing of the work in the reader's and viewer's consciousness. Especially in the case of younger children these two variants help to intensify the aesthetic influence, to multiply stimulating situations and to increase the emotional experience.

1 children's literature, 1 television, 0 relation; 142963

11.8 Children's festivals

660. BERDICHEVSKAYA, N.: O provedenii razvlecheniy i vliyanii ikh na vospitaniye detey. /Amusements and their effect on the education of children./

Doshkolnoye vospitaniye, 1984, No. 12, pp. 79-81.

Moral education is closely connected with aesthetic education. Various kinds of art are used for amusement in the nursery school: music, literature, plastic arts. The complex effect of all these forms, their understandability and attraction influence strongly the children's emotions and make it possible to solve effectively educational tasks. The author describes how she prepares a plan of entertainment afternoons for the school year. The programmes for them are discussed at teachers' meetings and adjusted to the children of the respective age group. Puppet theatre performances or dramatizations played by children or by puppets may be on the programme. Older children prepare simple plays for the younger ones. Children's birthdays are celebrated every month. Musical and literary programmes devoted to some writer or composer are also liked. The children's common experiences from these celebrations supply topics for discussions. These discussions are very useful, they help the children to grasp the content of the work or the behaviour of the characters. The children learn the basic rules of behaviour in the course of their preparation for the celebrations - they learn to listen carefully to their friends, to feel pleased over joint success, to wait till their turn, to act in a way helping the common intention to succeed, to help one another.

1 nursery school, 1 moral education, 1 aesthetic education, 1 celebration, 1 puppet theatre; 142963, 142957

661. FURMINA, L.: Igry i razvlecheniya. /Games and amusements./

Doshkolnoye vospitaniye, 1984, No.5, pp. 50-54.

The moments of leisure spent by parents together with their children can be filled also by joint games and fun. These joint games and amusements are the source of intensive emotional experiences. The children can participate to a varying extent. The adult may be the organizer and the children listen or watch, next time they play and make fun together with the adults. They may read books, play jointly didactic or social games, go to the theatre or to a concert, prepare a celebration at home and the like. This is what the children usually do in the nursery school but everything is more intimate in the home environment. Common experiences with the parents and brothers or sisters influence the child deeply. The author describes various kinds of games suitable for the family environment.

1 family + education, 1 educational methods, 1 play
1 activity, 0 joint; 142709

662. ALLEMANN, A.: Ambulante Betreuung - eine Alternative zu den Kleinkindergärten. /Out-patient care - an alternative of small nursery schools./

Der Schweizerische Kindergarten, 74, 1984, No. 5, pp. 2-4.

The new nursery school act for the Bern canton says that children that are retarded in their development or show some deviations in their behaviour should principally be sent to normal nursery schools. Specially trained workers should help in their education. Since April 1984, a specially trained teacher visits four nursery schools in Bern. She spends half a day a week in each of these nursery schools. She observes children in the course of various activities, finds deviations in their behaviour, discusses them with the teacher and, if necessary, also with the parents. She works with the individual children or with groups of children and suggests a suitable educational approach to them. A working group that meets once a month discusses the situation and suggests suitable measures. This specially trained teacher makes the diagnosis herself in lighter cases. If the case is graver, she turns to the school health service, to the diagnostic counselling centre, to the centre for brain disorders. Her main task is the early detection of developmental deviations in the child's development and behaviour and the introduction of measures that would remedy the situation. This helps to eliminate difficulties in the adjustment of children and limits the number of children that have to attend special nursery schools.

1 nursery school, 1 retardation, 1 behaviour + disorder, 1 law, 0 Switzerland; 144351

663. Defektologický slovník. /Lexicon of special education./ 2nd edition.
Reviewed in: Predškolská výchova, 39, 1984/1985, No. 3, p. 30.

The lexicon shows the width of special education and its relation to other branches. It also shows the development of the relation to the new conception of the system of education and to the new school act.

1 special education, 1 lexicon; 144323

664. DENISOVA, E.: Organizatsiya vospitaniya anomalnykh detey v doshkolnykh uchrezhdeniyakh Leningrada. /Organizing the education of handicapped children in Leningrad preschool facilities./
Doshkolnoye vospitaniye, 1984, No. 6, pp. 93-94.

There are special crèche-cum-kindergarten facilities in Leningrad that take care of children with mental defects, with impaired hearing and sight, with speech defects and locomotor defects. The children are grouped according to age and the kind of handicap. Facilities for children with impaired hearing have groups of deaf children, children with badly impaired hearing and those with hypacusia. Since the year 1976, there has been a special nursery school for mentally handicapped children. Crèche-cum-kindergarten facilities for children with locomotor defects are equipped with swimming pools, treatment bathtubs and various treatment rooms. There are also several child care facilities for children with impaired sight in the city. These have groups of blind children, children with partial sight, with grave forms of strabismus and diplopia. They are equipped with special aids and treatment apparatus. Facilities takingcare of children with some speech defects are most frequent. All special child care facilities work in keeping with curricula for special preschool child care facilities that have been approved by the Ministry of Education of the Russian Soviet Federative Socialist Republic. Special preschool child care facilities belong to the city methodological association that is directed by the city methodologist and the head of the city medical and educational consulting commission. All special facilities are used for the teaching practice of students of special education studying at Gertsen college of education in Leningrad.

1 crèche, 1 nursery school, 1 handicapped, 0 Soviet Union; 144351

665. **GÜRTLER, H.:** Sonderschulen für behinderte Kinder ?
/Special schools for handicapped children ?/
Spielen und lernen, 1984, No. 9, pp. 41-45.
1 photograph.

The author argues against a recent trend in West Germany of setting up special schools for handicapped children where they would grow up together with healthy children. The principal problem is whether to integrate these children or to separate them. Opinions differ so far. For example, by the end of the 60s all special schools were abolished in Italy and the children were transferred to normal schools, with the most urgent exceptions only. Although the author is, in principle, in favour of integration that helps to create healthy interhuman relations among handicapped and healthy individuals, she points out the fact that it is necessary to create conditions for the integration of handicapped children - both material /adjustments of the buildings/ and personal /special training of teachers/.

1 nursery school, 1 special school, 1 handicapped, 0 integration; 144351

666. KRACÍK, J.: Jak vychovávat tělesně postižené dítě.
/How to raise a physically handicapped child./
Rodina a škola, 31, 1984, No. 4, p.4.

The education is a significant social factor influencing the development of the physically handicapped child's personality. A handicapped child puts increased demands on the parents' time, physical strain and also financial expenditures. The parents usually take too much care of their handicapped child, trying to make up for what the child is deprived of. This results in retarded development, lack of independence, further increased dependence. There is a significant educational and psychological problem of when to place a child in some state institution that can offer the child more specialized care. It is decisive for the child's development to start giving him comprehensive care, i.e. treatment and special education, at an early stage. Whenever possible, the child should be raised in his family in very early childhood.

1 preschool age, 1 handicapped, 1 physical handicap, 1 educational methods, 1 social welfare; 144367

667. KRACÍK, J.: Pohyb a duševní vývoj. /Movement and the mental development./

Rodina a škola, 31, 1984, No. 2, p. 5.

The author discusses the influence of retarded or limited locomotor development on the mental development of man from birth to adolescence. Personality development is also affected by the dependence on the surroundings. At preschool and school age the child realizes his being different from the other children, which may lead to a grave mental shock.

1 preschool age, 1 handicapped, 1 physical handicap, 1 mind, 0 development; 144367

668. PTÁČEK, P. - TAJČOVÁ, J.: Zkušenosti s rodinnou terapií v běžné praxi dětské psychiatrické ordinace. /The family therapy experience in the everyday practice of out-patient child psychiatry./
Československá psychiatrie, 80, 1984, No. 1, pp. 37-43.
2 tables, 6 refs.

The authors describe the experience they gained with the application of family therapy in conditions of out-patient child psychiatry in the course of five years. They present brief theoretical starting points regarding the family as a dynamic system and go on to describe the course of the individual sessions and the methods used - a combination of the standard problem situation and intuitive psychotherapy.

1 preschool age, 1 parents, 1 psychiatry, 1 educational methods; 144351, 142709

669. REUKAUF, W.: Kinderpsychotherapien. /Child psychotherapy./

Basel, Verlag Schwabe 1984. 149 pp.
Reviewed by: Singer, M. - Schmidt, T.
Der Schweizerische Kindergarten, 74, 1984, No. 12, p. 28.

Pointing out contemporary trends and outlining the future of psychotherapy and child psychotherapy, the author gives numerous suggestions for the improvement of the therapeutic care for children and members of their families.

1 care + children, 1 psychotherapy, 0 trend ;
144351, 141173

670. ŠOTTOVÁ, I.: Poslání učitelky v nemocnici. /The teacher's role in the hospital./

Predškolská výchova, 39, 1984/1985, No. 2, pp. 18-19.

The aim of schools in hospitals is to provide sick children with education with respect to their health condition, to prevent the development of hospitalism and to aid in the process of healing. The hospital nursery school comprises children afflicted with various illnesses, in more wards, with differing length of hospitalization, from various environments, mobile children attending nursery school and immobile children coming from their family environments. The teacher's basic task is to help the child overcome the stage of protest, despair and fear, to increase the emotional tonus, to help restore the lost habits and thus to prepare conditions for active learning. Every child is given some occupation, by agreement with the doctor. The teacher must respect the daily routine as all occupations must be planned for the free time when there is no treatment or procedures. The correct choice of methods and means necessitates the knowledge of the diagnosis and the family anamnesis. The teacher acts as a soothing element replacing the home environment.

1 nursery school, 1 hospital school, 1 educator, 0 function; 142955

12.2 Behaviour disorders

671. BRUNCLÍKOVÁ, J.: Dětský hypochondr. /Hypochondriac children./

Rodina a škola, 31, 1984, No.5, p. 11.

The child learns to bear physical difficulties from people in his surroundings. It is necessary to teach the child to take a correct attitude to illness since early childhood, especially by keeping a balance between the advantages and disadvantages following from the illness.

1 child, 1 illness, 0 behaviour; 142955

672. GALKOWSKI, T.: Rozwój i wychowanie dziecka autystycznego. /The development and education of an autistic child./

Wychowanie w przedszkolu, 37, 1984, No. 9, pp. 514-522.
6 refs.

The symptoms of autism - a mental disease the components and causes of which have not yet been fully recognized - were described for the first time by the Americal psychiatrist L. Kanner in the year 1943. According to statistical data, there are about four or five autistic children per 10,000 live neonates in Europe. The important thing is for preschool educators that the treatment is most successful if it is started since preschool age. The paper concentrates mainly on the situation of the family and on possibilities of coping with educational problems.

1 preschool age, 1 autism, 1 therapy; 144351

673. HETZER, H.: Verhaltensauffällige Kinder im Kindergarten. /Children with conspicuous behaviour in the nursery school./

Der Schweizerische Kindergarten, 74, 1984, No. 5, pp. 6-12.
3 tables, 11 refs.

Nursery schools are attended by more children with conspicuous behaviour than before. Their number is estimated at about a quarter. The question is whether the nursery school is able to give these children special treatment. A number of nursery schools were surveyed with the aim of finding out the possibilities of special education. It was necessary to find answers to the following questions: 1/ Do requirements for the education of children with behavioural disorders differ from those for the education of children behaving in a normal way ? 2/ Do these children occupy the educators more than children with normal behaviour ? 3/ Are there conditions in the nursery school for a successful education of these children.Signs of conspicuous behaviour are that children find it difficult to adjust themselves to the social system of the nursery school, that they behave in a different way than what is expected from a child of that age on the basis of experience. Proceeding from 400 written and oral reports by parents and educators, we can say that conspicuous behaviour of preschool children is observed, in 90 p.c. of cases, in the following spheres: 1/Self-assertion, 2/ interhuman relations, 3/ non-adherence to the valid rules of behaviour. The children's behaviour changes also in the course of their nursery school attendance. The children can be classified in the following groups: 1/Children lacking independence and needing help. These are mostly three-year-olds when they start attending the nursery school. 2/ Fully adjusted children, individual help is needed only in exceptional cases. These are mostly children aged 4 to 5. 3/ Independent children requiring more space; active children attending nursery school in the last year of their nursery school attendance.

4/ Maladjusted children. They are impulsive, aggressive, they cause conflicts, it is difficult for them to adjust themselves to the educator's requirements. 5/ Children lacking independence, who are attached strongly and exclusively to the educator. These are often sensitive and timid children that find it difficult to make contacts with others and that lack self-confidence. 6/ Little active children that must be stimulated to activity all the time. These are often children that their family did not encourage actively or whose activity was suppressed by strong parental discipline. Teachers from four nursery schools observed 249 children and then classified them in the six groups given above. The results are shown in the attached tables. The number of children belonging to the first group dropped from 40 p.c. of three-year-olds to 4 p.c. of six-year-olds. The number of children belonging to group two increased from 10 p.c. to 38 p.c. The number of group three children increased from 12 p.c. to 26 p.c. The number of children belonging to group four remains almost the same. The number of group five children decreased from 24 p.c. to 10 p.c. and group six also diminished from 12 p.c. of children to 10 p.c. These numbers show that one third of six-year-old children shows some conspicuous behaviour and that the effect of the nursery school is not felt. Therefore it is justified to demand that there should be less children in a group, that teachers should be better trained for work with children with some behavioural deviations and secure special guidance for these children.

1 nursery school, 1 behaviour, 0 disorder, 0 importance; 144351, 142957

12.3 Speech defects

674. BUYANOV, M.: *Chto nuzhno znat o zaikanii.* /What we should know about stammer./

Doshkolnoye vospitaniye, 1984, No. 11, pp. 54-56.

There are various forms of stammer that differ not only in the external signs but primarily through their substance. Lighter forms of stammer are a matter of speech therapy and the parents themselves can help a lot in this respect. These forms may include, for example, stammer caused by imitation or due to the overburdening of the speech organs. Neurotic stammer is a pathological form of stammer. The main form of treatment is psychotherapy. A special form of stammer that was described in the 70s is caused by insufficiently developed speech, speech disturbance due to some head contusion, brain concussion and the like. The principal part of the treatment is speech therapy as it is necessary to teach the child to speak correctly. Preschool age is most suitable for the elimination of stammer.

1 preschool age, 1 stammer, 1 speech therapy; 144365, 142959

675. DVONČOVÁ, J. - NÁDVORNÍKOVÁ, V.: Diagnostika a odstraňovanie dyslálie./Diagnosing and treating dyslalia./

Bratislava, SPN 1983. 160 pp.
Reviewed by: Vaňhara, L.
Predškolská výchova, 38, 1983/1984, No. 10, p. 31.

The methodological part contains a detailed test for diagnosing incorrect pronunciation of speech sounds. The theoretical part contains chapters on verbal communication and its written recording, on phonetic mistakes in words. Other chapters contain instructions for speech examination and objective phonetic methods. The most extensive section of the book deals with methods of remedying incorrect pronunciation.

1 preschool age, 1 dyslalia, 1 diagnosing, 1 instruction 2 method; 143365, 142959

676. HANUŠOVÁ, R.: Logopedie ve škole. /Speech therapy at school./

Predškolská výchova, 38, 1983/1984, No. 8, pp. 23-24.

The author - a teacher who attended a speech therapy course - describes her experience. She checked the pronunciation of children in her class and asked other teachers to do the same in their classes. Some children were sent to a specialist for an examination. She trained the sounds with the children individually or in groups at the time of the morning play. She also trained speech remedy texts with children going to the speech therapist in the local health centre. She prepared speech remedy texts for children aged 4 to 5 and had them duplicated by the local sponsoring factory. What she missed was more contact with the parents, who underestimated the speech therapy. She organized a meeting of these parents twice a month, at a time when they came to take their children home and showed them how to remedy their children's speech, how to form the sounds correctly. When the parents came next time, they worked with the children by themselves. This individual speech therapy is important for the local factory, too. It saves the time of mothers, who do not have to go regularly to the speech therapist in the local health centre.

1 preschool age, 1 speech therapy, 1 educator, 1 parents; 144365, 142959

677. HOCHSTRASSER, F. - GALLIKER, M.: Spielen als Sprachförderung ? /Play as speech stimulation ?/

Luzern, Verlag der Schweizerischen Zentralstelle für Heilpädagogik 1983. 112 pp.

Reviewed by: Singer, M.
Der Schweizerische Kinderagarten, 74, 1984, No. 1, p. 25.

The authors stress that education should take place in normal situations, every extraordinary situation is harmful. Reading and writing difficulties affect the child's performance, but, primarily, they are symptoms of some mental retardation that manifests itself in communication difficulties. The children should learn to overcome their emotional inhibitions, to find their own motivation and confidence in their knowledge and abilities. Topic-oriented and symbolic play also contributes to this. The child trains his spontaneity, imagination, the ability to improvise in the course of play. The decisive thing is for the children to learn to communicate mutually.

1 nursery school, 1 speech, 0 development, 1 retardation, 1 play; 144365, 142959

678. KONDÁŠ, O.: Zajakavosť. /Stammer./

Bratislava, SPN 1983.
Reviewed by: Vaňhara, L.
Predškolská výchova, 38, 1983/1984, No. 7, p. 30.

The publication contains a psychological analysis of stammer and a description of its treatment. It contains the following chapters: The psychology, physiology and neuropsychology of speech. Stammer - its main characteristics and symptoms. The cause and factors of stammer. Psychological characteristics of those who stammer. The treatment and reduction of stammer. Prevention of stammer. The publication contains a name index and a subject index.

1 preschool age, 1 stammer, 0 psychology, 1 therapy, 1 prevention, 0 publication; 144365, 142959

679. MAJZANOVÁ, K. - PAULENDOVÁ, L.: Logopedická práca s deťmi v osobitnej materskej škole. /Speech therapy of children in a special nursery school./

Predškolská výchova, 39, 1984/1985, No. 2, pp. 14-17. 21 refs.

Speech therapy in a special nursery school is not limited to the elimination of incorrect pronunciation and to the correct formation of sounds, it includes also care for the development of speech from the viewpoint of its form and content. In this way, the children's intellectual development, their memory and ability of concentration are supported. The speech therapy takes place in the course of educational work and, besides, for five hours a week with the individual children. When the children adjust themselves to the nursery school environment, their speech, hearing and pronunciation are examined thoroughly. The children's speech is tape recorded. A plan of work is prepared for each child on the basis of the results of these examinations. Children whose speech is at the beginning of development or defective due to limited mobility of the speech organs do the following exercises: breathing exercises, exercises for the locomotor development of the speech organs, vocal exercises, exercises developing the auditory differentiation, eurhythmic exercises. Children whose speech is on a higher degree of development also do speech development exercises. Orff's system is used for the music education and language education. Very good results have been reached with the rhythmization of simple words and rhymes by means of easily controlled instruments.

1 nursery school, 1 special school, 1 speech therapy, 0 exercise; 144365, 144351

680. SOVÁK, M.: Proč děti koktají ? /Why do children stammer ?/

Děti a my, 14, 1984, No. 3, pp. 6-9.
   3 photographs.

The nervous system undergoes stormy developmental changes between the third and the fifth year of life. Simultaneously, intense advance is made in speech development. The disparity between the insufficient ability to express himself and communication requirements of the common environment are reflected in the child's speech performance. It is a natural phenomenon that the child, in an effort for communication contact, helps himself in various ways - he repeats the beginnings of words, falters, uses gesticulation to an increased degree. Occasional stuttering is more or less usual at preschool age but the intensity differs from case to case. However, lack of patience and displeasure over the speech of their child leads some parents to intervention in unsuitable ways that worsen the child's condition and turn the stuttering into a pathological process - the stammer - as a neurotic reaction to repeated conflicts. The author brings a number of concrete examples when harmless occasional stutter developed into a pathological syndrome of stammer.

1 preschool age, 1 stammer, 1 educational methods, 1 parents; 144365

681. VOLKOVA, G. A.: Igrovaya deyatelnost v ustranenii zaikaniya u doshkolnikov. /Play activities in the elimination of preschool children's stammer./

Moscow, Prosveshcheniye 1983.
Reviewed in: Muminova, L.: Ispolzovaniye igrovoy deyatelnosti v ustranenii zaikaniya doshkolnikov.
Doshkolnoye vospitaniye, 1984, No. 11, p. 84.

The publication analyzes the manifestations of stammer in preschool children, evaluates the role of play activities in the elimination of stammer and describes detailed methods for the use of play for the restructuring of stammering children's behaviour and speech and for the remedy of the defect. Proceeding from the specific features of the behaviour of children belonging to the individual age groups and their play activities, the author divides the children into five groups. This makes it possible for the speech therapist to set up permanent play groups, to encourage the children to enter into mutual contacts and thus to reach their social rehabilitation. Descriptions are given of didactic, locomotive, creative games, games accompanied by singing and dramatization play. The occupations are planned in a way enabling the creation of conditions for the fulfilling of remedial and educational tasks.

1 preschool age, 1 stammer, 1 play; 144365

12.4 Intellect defects

682. KAZGALOVA, I.: *Propedevtichni zanyatiya s umstveno izostanali detsa.* /Propedeutic exercises with mentally retarded children./

Preduchilishtno văzpitanie, 32, 1984, No. 5, pp. 36-38.

On the one hand, propaedeutics lacks special methods and special training of specialists, on the other hand it is complicated by the disturbed mental and physiological development of the child. The teacher must learn to analyze and evaluate the specific features of each child, his willingness to learn; it is necessary to determine the level that each child in the group must reach; the teacher must develop in the children sensory perception and experience as the basis of cognitive activity. The aim of all this is to give the child the most general knowledge and skills for orientation in the environment. The teacher uses remedial games, gives the children various simple tasks, uses a comprehensive approach. The exercises should not exceed fifteen minutes. The paper is supplemented with a model organization of propaedeutic games and exercises for systematic occupations in speech development, elementary mathematical notions, modelling, construction and physical education for classes one, two and three of the nursery school.

1 nursery school, 1 physiological psychology, 1 retardation, 1 speech, 0 development, 1 mathematics, 1 physical education; 144351

684. NIKOLOVA, T.: *Usloviya za kachestvena korektsionna rabota pri detsa s umstvena nedostatǎchnost.* /Conditions for high-quality remedial work with children suffering from some intellect defects./ Preduchilishtno vǎzpitanie, 32, 1984, No. 4, pp. 34-35.

The author deals with the education of children in special nursery schools for children requiring special care. The aim of the education is to correct and to compensate for mental and physical defects, the volitive and emotional sphere. The tasks are of remedial and educational nature. When a new child is accepted, he/she is examined to find out the specific nature of his/her handicap, treatment and details about the child's condition and state of development. The teachers must use systematically a personalized approach to each individual child, they must try to evoke positive emotions as a substantial factor of the children's activation and develop the children's systematic knowledge, skills and habits. The children are prepared for transfer to special schools for children requiring special care. The criterion of the teacher's work is how the children have mastered elementary knowledge, skills and habits and how they use them in practice, the child's disease being no excuse if the child remains in the same state in which he/she came to the nursery school.

1 nursery school, 1 special school, 1 intellect, 1 defect, 1 educational methods; 144351

684. OLMROVÁ, J.: Jiné dětí a jejich rodiče. /Other children and their parents./

Děti a my, 14, 1984, No. 3, pp. 17-18.

The author tells three different stories of families with mentally handicapped children. These are not instructions, they only inform in what different ways one can behave in similar situations. In the first story, the mother completes her university studies and devotes her life to sick children in her profession. The second story describes a mother who is ingenious creatively and educationally and who succeeds in developing her child gradually through her systematic care. The father described in the third story gives his daughter both love and specialized education. All these three stories show that the reorientation of the family is highly demanding but that it is not an inaccessible ideal. It can be a solution of a critical situation in their lives for those who can manage. Last but not least, in this way they will do a lot for other handicapped children and their parents.

1 preschool age, 1 handicapped, 1 intellect, 0 defect, 1 parents, 0 progress; 144351

685. ŠÚTOVEC, J. - FRANK, V.: Dynamika psychického vývinu u detí s fenylketonúriou. /The dynamics of the mental development of children suffering from phenylketonuria./

Československá psychiatrie, 80, 1984, No. 2, pp. 101-106.
4 tables, 6 refs.

Phenylketonuria is a disease belonging to the group of enzymopathies. The most serious symptom of phenylketonuria is a grave defect in the brain activity. The disease is usually accompanied by the organic psychosyndrome with a marked psychomotor instability, with sensorimotor defects, dementias of varying degree and sometimes also by episodes. The authors demonstrate the fact of the instable balance of two moments of the mental development - the progressive and the regressive one- on four case reports of patients suffering from phenylketonuria. The general development trend that can be studied empirically manifests itself by a destabilization of this instable balance in certain periods.

1 child, 1 mind, 0 development, 1 brain, 1 disorder;
144361

687. ZAGÓRSKA, W.: Mając mózgowe porażenie dziecięce......
/Having a mentally handicapped child...../

Wychowanie w przedszkolu, 37, 1984, No. 10, pp. 583-587.

The author stresses that so called handicapped children are not "different" children in principle; this is proved by work with them in special schools. More than 50 p.c. of these children are not handicapped so badly that they could not develop intellectually. However, it is necessary to use ways of educational work that avoid classifications made a priori /according to "standards"/ and that are aimed at contact with the child.

1 preschool age, 1 handicapped, 1 educational methods;
144351

12.5 Motor defects, laterality

688. DELRVELLE-VOSSWINKEL, N.: *Le handicap social: le point de vue du sociologue.* /Social handicap: The viewpoint of a sociologist./

L'enfant, 1983, Nos. 4/5, pp.6-15.

In introduction, the author discusses the conception of social handicap. Originally it meant some physical or intellectual defect. Now the content of the conception has grown wider - it denotes such development of physical or intellectual abilities that does not correspond to the initial prerequisites. The author deals with the relation between intelligence and school attainment shown in intelligence tests. Further, she discusses the effect that the use of drugs and means of preventive medicine /e.g. hygiene and sports/ has on the physical development, noting the dependence of the effect of these means on the economic conditions of various social groups. The problem of social handicap is growing more acute with the increasing unemployment.

1 child, 1 intelligence, 0 retardation, 1 school attainment, 1 testing, 1 physical development, 0 drugs, 1 unemployment; 142703

689. EVERS, M.: Legasthenie - die unsichtbare Behinderung. /Legasthenia - an invisible handicap./

Spielen und lernen, 1984, No. 8, p. 36.
1 photograph.

This is information about the treatment of legasthenia /a reading defect/ by means of the "Legato-M" method. This method is based on the psychophysiological training of some functions by means of play using an electric typewriter. This training is in the form of an audiovisual programme. It is very important to detect this brain dysfunction possibly early, not later than by the beginning of the second year of the child's school attendance. The author states that the number of children afflicted with this brain dysfunction is increasing dangerously, putting it is connection with the premature stimulation of young children and the acceleration trends of the 70s. Pressure exerted on the child at preschool age may contribute to the development of this disorder equally well as the steadily increasing demands made on the child due to school reforms.

1 child, 1 initial reading, 1 disorder, 0 cause;
144351, 142959

690. KRACÍK, J.: Psychika tělesně postiženého dítěte. /The mental development of a physically handicapped child./

Rodina a škola, 31, 1984, No. 3, p. 4.

The mental development of a physically handicapped individual is governed, in principle, by the same laws as that of healthy people. The handicap brings increased demands for the whole life, the handicapped individual must adjust himself permanently to the demanding situation in life. A child with a congenital physical handicap is threatened by two kinds of danger - lack of stimuli for the development of the cognitive processes and possibly also unsuitable educational guidance. It is necessary to do the maximum to make the child feel as little conspicuous as possible among others, as little different from the social standard as possible. Handicapped children have the same basic needs as healthy children. The feeling of inferiority that is a typical mental manifestation of a physically handicapped child manifests itself either in passivity and social isolation, or in ruthlessness and the effort to assert oneself at any price. Unfavourable mental states can be influenced by timely psychological and educational care.

1 preschool age, 1 handicapped, 1 physical handicap, 1 mind, 1 care; 144367

12.6 Diagnostics of development

691. JANOTOVÁ, N.: Slyší naše dítě dobře ? /Can our child hear well ?/

Rodina a škola, 31, 1984, No. 1, p. 9.

This is the introductory article of a new series called "The path from the world of silence" that will deal with children with hearing defects, their special education, training for trades - in short, with everything aimed at their socialization, at finding their place in the society. This article describes various forms of hearing defects /hypacusia, residual hearing, deafness/ that may appear in the children's population. Advice is given to parents on how to find out whether their child's hearing is impaired.

1 preschool age, 1 hearing + defect, 1 parents, 1 special education of children with hearing defects; 144365

692. JELÍNKOVÁ, L.: Co potřebujeme vědět. /What we should know./

Predškolská výchova, 39, 1984/1985, No. 2, pp. 5-7.

When the child comes to the nursery school, his parents fill in a form that contains the basic data about the child and the parents and does not say anything about his previous development. The teacher gets to know the child only in the course of his nursery school attendance. The author, a worker of the district educational and psychological counselling centre, cooperates with nursery school headmistresses mainly in the selection of children that need counselling. She prepared a questionnaire to be filled in by the parents of children accepted to nursery schools with the aim of facilitating the selection of these children and recommending suitable individual approach. It was tried in a nursery school and found suitable; it also helped to strengthen the confidence and good cooperation between the school and the family. It contains four parts: 1. Child, family situation. 2. Physical development and health state. 3. Social development and the child's personality. 4. Education in the nursery school. The questionnaire form is not the best one for finding out the anamnestic data. Where possible, the questionnaire can be used as a plan for an interview with the parents and collection of the necessary data.

1 nursery school, 1 parents, 0 cooperation, 1 questionnaire, 0 content; 142751

693. MALÁ, H. - HAJNIŠOVÁ, M.: *Příspěvek ke sledování tělesného vývoje cikánských novorozenců okresů Kladno a Chomutov.* /A contribution to the observation of Gipsy neonates in the Kladno and Chomutov districts./ Otázky defektologie, 26, 1983/1984, No. 8, pp. 297-301.
2 tables, 11 refs.

The study sums up the results of a survey of the basic biosocial characteristics of Gipsy neonates from two industrial districts from the period 1976-1978. Both sets show a high percentage of immature children with low birth weight; the parents have a very low level of education, they are often employed as unskilled labour. The data correspond to those collected by other authors.

1 neonate, 1 Gipsy child, 1 parents, 0 research; 142703, 144367

12.7 Sensory defects

694. JANOTOVÁ, M.: Cesta ze světa ticha - sluchově postižené dítě. /The way from the world of silence - the child with a hearing defect./

Rodina a škola, 31, 1984, No. 2, p. 9.

The early detection of hearing defects is of decisive importance for the further development of the child's speech and hearing. The aim of the special education of children with hearing defects by special educational workers is as high a degree of their socialization as possible. The parents get instructions for doing auditory, visual, speech, breathing and tactile exercises with their child at home. Good family atmosphere and harmonious relations are the prerequisites for coping successfully with this demanding situation.

1 preschool age, 1 hearing + defect, 1 parents;
144365

695. JANOTOVÁ, N.: Cesta ze světa ticha - o mateřské škole. /The way from the world of silence - the nursery school. /

Rodina a škola, 31, 1984, No. 5, p. 9.

The attendance of a special nursery school /for deaf children, for children with partial hearing, for children with badly impaired hearing/ is very important for the child because it prepares him for school work. The latest knowledge of special education is used in this work. The system of occupations is based on the tasks laid down in the Programme of educational work for nursery schools for healthy children and supplemented with specific speech therapy: systematic speech development from the viewpoint of content and articulation, hearing education, lipreading.

1 nursery school, 1 hearing + defect, 1 speech therapy; 144365

696. SMÝKAL, J.: Pomoc zrakově postiženým dětem. /Help for visually impaired children./

Děti a my, 14, 1984, No. 2, pp. 24-25.
2 photographs.

This is information about counselling services for families of blind children and children with impaired vision.

1 preschool age, 1 special education of children with impaired vision, 1 counselling, 1 family; 144363

697. SOVÁK, M.: O nepoznané nedoslýchavosti. /Undetected hearing defects./

Děti a my, 14, 1984, No. 1, pp. 22-24.
1 photograph.

Nowadays, undetected hearing defects are possible only in early childhood. Their consequences grow more serious with the decreasing age of the child afflicted. Children with some hearing defects show some specific features in speech development, in their social relations, in ways of behaving and reacting, according to the degree of their handicap. There are typical differences between children afflicted with conductive hearing loss and those suffering from sensorineural hearing loss. In conclusion, the author stresses the following rule of Czech speech therapy: "Before judging the child in any way with respect to his behaviour, intellect and speech development, check his hearing, i.e. eliminate or confirm a hearing defect".

1 preschool age, 1 hearing + defect, 1 diagnostics; 144365

13 ENVIRONMENT SURROUNDING THE CHILD: BUILDINGS, PLAYGROUNDS, EQUIPMENT AND FACILITIES

698. FIALOVÁ, M.: Netradiční vybavení zahrady. /Untraditional garden equipment./

Predškolská výchova, 38, 1983/1984, No. 7, pp. 9-10.
3 photographs.

Besides the usual standardized equipment, parents and workers from the local sponsoring plant made a train, a big lorry and a ship of logs. Log benches and tables made of tree stumps look well in the natural environment.

1 nursery school, 1 school garden, 0 equipment, 1 parents, 0 help; 142911

699. KRETSCHMER, J.: Mauern, Zäune, Wände. /High and low walls, fences./

Spielen und lernen, 1984, No. 3, pp. 36, 38.
5 photographs.

The author gives tips for the use of a low wall, a fence, a garden wall for the development of the children's locomotor skills. He points out that they can be well used especially in the limited cit space as a substitute for natural obstacles or for training, especially for ball games.

1 nursery school, 1 locomotive games, 1 space, 0 lack; 142955

700. MEIER, R.: Till Eulenspiegel. /Till Eulenspiegel./

Spielen und lernen, 1984, No.7, pp. 16-18.
3 photographs.

This is information about untraditional forms of work used by the social worker and psychologist Ina Schubert, who fights for the rights of children in Düsseldorf in the role and costume of the fairytale hero Till Eulenspiegel. Together with several fellow-workers, she made a survey of 135 school playgrounds and tried to find what conditions they offered to children for play and leisure activities; she pays attention to the equipment of children's playgrounds, children's programmes and the like. She also organizes various programmes for children and participates in the costume of Till Eulenspiegel. She wants to increase civic and parental involvement and activity for the benefit of children.

1 preschool education, 1 playground, 0 equipment, 1 parents, 0 help, 0 West Germany; 142955

701. Ob ispolzovanii mebeli v detskikh doshkolnykh uchrezhdeniyakh. /The use of furniture in preschool child care facilities./

Doshkolnoye vospitaniye, 1984, No. 3, pp. 84-89.
5 tables.

This methodological recommendation contains general requirements concerning children's furniture, directions for the arrangement of furniture with respect to the children's height. Tables give dimensions of children's furniture /chairs, tables, beds/ and lists of furniture for the individual rooms in crèches and nursery schools.

1 crèche, 1 nursery school, 1 furniture, 0 requirement; 142911

702. ZHDANOV, Yu.: *Novyie tipy doshkolnykh uchrezhdeniy dlya glukhikh i slaboslyshashchikh detey.* /New types of preschool facilities for deaf children and children with impaired hearing./

Doshkolnoye vospitaniye, 1984, No. 12, pp. 87-88

The development of the network of special facilities for child care facilities in the period 1985-1990 envisages the construction of educational centres for deaf children and for children with badly impaired hearing according to new type projects. Each of these centres will contain a nursery school and a school of the boarding type. Centres for 459 children /nursery school - 144, school - 351/ will also function as scientific methodological centres coordinating all rehabilitation work. They will be built in big towns. Centres for 204 children /nursery school - 60, school - 144/ will be built in districts with a smaller number of inhabitants. The connection of the nursery school and the school has not only economic but, primarily, educational reasons; it provides a uniform basis for the educational work. Besides the usual facilities, there will be also a swimming pool, rooms for water treatment, booths for the educator's individual work with the parents, six hotel-type rooms for visitors, parents and residents.

1 nursery school, 1 primary school, 0 integration,
1 hearing + defect, 0 Soviet Union; 144365

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